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ABSTRACT

This final report presents materials from a conference that addressed the evolution of adult education and the development of adult education as an essential prerequisite for lifelong education. Among other concerns were measures to improve international and regional cooperation to promote adult education. Part I is the General Report, which describes preparation of the conference, summarizes the opening speech of Amadou-Mahtar M'Bow, Director-General of Unesco, and reports the work of the conference, adoption of the draft final report and closure, and the discussions at nine plenary meetings of the concerns mentioned above. Part II contains reports of the Commissions. Discussions of Commission I focus on the contribution adult education can make to the development of active participation in economic, social, and cultural life and to the solution of some major problems of the contemporary world. Topics include the role and objectives of adult education, priority groups, programs, methods and resources for adult education, forms of organizations of adult education, and international cooperation. The report of Commission II on ways and means to extend and improve adult education discusses renewal of methods, use of new means and techniques, information and guidance, research, and documentation; training and status of personnel; planning, finance, consultation, and coordination; and new impetus to be given to adult literacy programs. Part III lists conference recommendations and contains the declaration of the conference. Appendixes include the agenda; opening and closing addresses by the Director-General; and lists of documents and delegates, representatives, and observers. (YLB)

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Fourth
International Conference
on Adult Education

Paris, 19-29 March 1985

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FINAL REPORT

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Paris, September 1985

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PART I

GENERAL REPORT

Introduction

1. The Fourth International Conference Adult Education was convened by the Director-General of Unesco in pursuance of resolution 2.1 (para. 2 (c)(i)) adopted by the General Conference at its twenty-second session and in accordance with the work plan of the Approved Programme and Budget for 1984-1985 (document 22 C/5 Approved, para. 02315). The International Conference was held at Unesco Headquarters in Paris from 19 to 29 March 1985.

2. All Member States and Associate Members of the Organization were invited to send delegates to the Conference.

3. The following States: Djibouti, Solomon Islands, Kiribati, Liechtenstein, Nauru, Tuvalu and Vanuatu, which are not members of Unesco, as well as the Holy See, were invited to send observers.

4. The following African national liberation movements recognized by the Organization of African Unity were invited to send observers: African National Congress (ANC), Pan Africanist Congress (PAC) and the South-West African People's Organization (SWAPO), as was the Palestine Liberation Organization recognized by the League of Arab States.

5. Invitations to send representatives or observers to Conference were also issued to the organizations of the United Nations system, 34 other intergovernmental organizations, 122 international non-governmental organizations having official relations with Unesco (categories A, B and C) and 19 other organizations, institutions and foundations.

6. The representatives of 122 Member States took part in the Conference. The Holy See, the following African national liberation movements: African National Congress (ANC), South-West African People's Organization (SWAPO) and the Palestine Liberation Organization sent observers. Representatives or observers were also sent to the Conference by the International Labour Organization (ILO), the United Nations Relief and Works Agency for Palestinian Refugees in the Near East (UNRWA), twelve other intergovernmental organizations, 59 international non-governmental organizations having official relations with Unesco (categories A, B and C) and two other institutions and foundations. In all, the Conference was attended by 841 participants including 40 ministers or persons of ministerial rank. The list of participants is given in the Annex.

Preparation of the Conference

7. The Conference followed the three previous International Conferences on Adult Education held respectively at Elsinore in 1949, Montreal in 1960 and Tokyo in 1972. In accordance with the work plan adopted by the General Conference at its twenty-second session (document 22 C/5 Approved, para. 02315), the Conference had the following subjects to examine:

- the evolution of adult education since 1972 and its development prospects, inter alia, as a natural extension of literacy training;
- the contribution adult education could make to solving certain major problems in today's world;
- priorities in respect of educational activities aimed at developing the active involvement of adults in economic, social and cultural life;
- forms of international and regional co-operation best suited to promoting adult education.

8. To facilitate the study of these themes, the Secretariat prepared and made available to participants in the Conference the working document entitled 'The Development of Adult Education: Aspects and trends' (ED-85/CONF.210/3) which contains a summary, on the basis of available data, of the current state of adult education, the trends which have emerged during its development and some of the problems which would seem to require particular attention.

9. The preparation of the Fourth International Conference on Adult Education, undertaken in accordance with the provisions of the work plan set out in the Approved Programme and Budget for 1981-1983 (document 21 C/5 Approved, paras. 1295-1298), included a series of specially designed activities. Many consultations, taking the form of meetings or suveys, were conducted in all the regions and in certain subregions. Various international non-governmental organizations also contributed to consideration of the current state and needs of adult education and its future. In 1982 information was collected among Member States

on the development of adult education and on the follow-up given from 1977 to 1981 to the Recommendation on the Development of Adult Education adopted by the General Conference at its nineteenth session (Nairobi, 1976). Seventy-six replies from various sources in the Member States were received by the Secretariat. Their detailed analysis formed the basis for the preparation of a synoptic report which was made available to participants in the Conference under the title 'Adult education since the Third International Conference on Adult education (Tokyo, 1972): Round-up of replies to the Survey carried out by Unesco among National Commissions with a view to Gathering Information on the Development of Adult Education (ED-85/CONF.210/4).

10. The documentation prepared by the Secretariat for the Conference also included the Provisional Agenda (document ED-85/CONF.210/1 and ED-85/CONF. 210/1 Rev.) and the Provisional Rules of Procedure (document ED-85/CONF.210/2).

Opening of the Conference

11. The Conference was declared open by Mr Amadou-Mahtar M'Bow, Director-General of Unesco (the full text of his speech at the opening meeting is reproduced in Annex II).

12. Having welcomed the delegates of Member States, the observers from non-Member States and national liberation movements, the representatives of the organizations of the United Nations system, the observers of other intergovernmental organizations and international non-governmental organizations, and having recalled the 'pressing demands' of adult education and the provisions of the Constitution which have formed the basis of Unesco's activities in this field since its creation, the Director-General made a brief reference to the three previous conferences, emphasizing their major achievements and the special contribution they had made to reflection on adult education.

13. With specific reference to the last Conference (Tokyo, 1972), Mr M'Bow said that one of the recommendations it had adopted had committed Unesco to taking international standard-setting action in the field of adult education. That action had later taken the form of a recommendation to Member States adopted unanimously by the General Conference at its nineteenth session (Nairobi, 1976), which had given rise to numerous activities which had played an important part in the process of reflection on adult education.

14. The Director-General then introduced the substantive items of the provisional agenda. With regard to items 6 and 7, he expressed the hope that the Conference would provide an answer to the dual question: what is the place of adult education today in the overall educational activity of any given society, and how can it contribute to the progress of that society?

15. Stressing the role of adult education in the democratization of education and in lifelong education, Mr M'Bow referred to a trend which had become discernible over the past few years, which was to give higher priority in education to the least privileged groups: the 857 million illiterates, 60 per cent of whom were women and girls, and a large number of whom lived in rural areas; young adults who had left school without being able to find jobs, a group of particular importance in International Youth Year, especially in developing countries; and other groups such as the unemployed, the disabled, people living in rural or marginal urban areas and the elderly.

16. In this connection, the Director-General said that the new tendency to offer educational opportunities to different socio-economic categories or different groups raised the question of the criteria to be applied in assigning priorities when funds were limited, and that of the measures that might be taken to reconcile decisions to give priority to certain groups with the need to respect the principle of equal access to education for all. Referring in connection with the democratization of education to the dual requirement of extending access to the greatest possible number and offering everyone the best prospects of success, Mr M'Bow hoped that the Conference would discuss the most appropriate ways of surmounting the social, professional or material obstacles preventing different groups of adults from taking full advantage of the opportunities offered them, and various possible incentives for adults, in particular recognition of their studies. He invited the Conference to reflect on ways in which adult education contributed to lifelong education, stressing, however, that it could not ensure its effective introduction alone.

17. Referring to item 8 of the provisional agenda, concerning the contribution that adult education can make to the development of active participation in economic, social and cultural life and the solution of some of the major problems of the contemporary world, the Director-General invited the Conference to make a detailed analysis of each aspects of the matter: participation in economic life, particularly through vocational retraining and further training, and in social life through education for citizenship; receptiveness to the many different forms of culture, and generation of awareness of the problems facing humankind.

18. The Director-General mentioned the various complementary approaches

adopted by adult education with a view to meeting diverse needs. He stressed two aspects of future action of particular relevance to Unesco: the basic task of promoting social cohesiveness and making progress accessible to everyone by using adult education to bridge the widening gap between the prodigious amount of knowledge accumulated by humankind and what was known by most individual human beings; and the moral duty, that adult education might help to fulfil, of learning to live in a world of different peoples and cultures and to respect their diversity, with a view to strengthening mutual understanding and maintaining peace.

19. Turning to item 9 of the provisional agenda concerning, in particular, the extension and improvement of adult education, Mr M'Bow referred to a series of problems relating to the ways and means, methods and techniques, personnel, information and documentation, planning, finance, design and co-ordination of educational action. He laid special emphasis on the need to explore in greater depth the question of training adult educators.

20. Introducing the last substantive item on the provisional agenda, concerning international co-operation in the field of adult education, the Director-General noted that such co-operation was being extended all the time, thanks to the unfailing enthusiasm, tenacity and self-sacrifice of those working in the field, whom he congratuled on Unesco's behalf. Mr M'Bow assured the participants that Unesco would continue to do everything in its power to support that work, steadfastly assuming its unique role as a forum for exchanges of information and meetings designed to facilitate and stimulate action in the different regions of the world. He expressed the hope that the Conference would identify the best ways of strengthening international co-operation in the field of adult education and the activities Unesco should undertake to facilitate that task.

Work of the Conference

21. The Conference dealt in plenary session with the second item on the agenda. H.E. Mr D.B. Mutumbuka, Minister of Education of Zimbabwe, was elected President of the Conference by acclamation.

22. Going on to the third item on the provisional agenda, the Conference adopted its Rules of Procedure (document ED-85/CONF.210/2).

23. The Conference elected the heads of the following 14 delegations as Vice-Chairmen: Algeria, Argentina, China, Congo, Ecuador, India, Jordan, Niger, Poland, Turkey, the Union of Soviet Socialist Republics, the United Kingdom of Great Britain and Northern Ireland, Yemen, Yugoslavia.

24. Mr Jean-Marie Gouault (France), chargé de mission in the Department of Co-operation and International Relations of the Ministry of National Education, was elected Rapporteur-General.

25. The Conference decided to create two Commissions. Constituting itself successively as Commission I and Commission II, it elected Mr Luis Contreras, Director of Adult Education, Head of the Delegation of Venezuela, Chairman of Commission I, and H.E. Dr Nissanka Wijeyeratne, Minister of Justice, minister in charge of Unesco's activities, Head of the Delegation of Sri Lanka, Chairman of Commission II.

26. The members of the Bureau of the Conference were elected as follows:

Chairman
Dr D.B. MUTUMBUKA
Minister of Education
(Zimbabwe)

Vice-Chairmen
Mrs Leila ETTAYEB
Vice-Minister responsible for secondary and technical education
(Algeria)

Professor Nelida BAIGORRIA
Chairman of the National Commission for Functional Literacy and Lifelong Education
(Argentina)

Mr Gao Yi
Chairman of the Chinese National Commission for Unesco
(China)

Mrs Bernadette BAYONNE
Minister of Fundamental Education and Literacy Training
(Congo)

Dr Francisco VIVANCO
Vice-Minister of Education
(Ecuador)

Mr K.C. PANT
Minister of Education
Government of India
(India)

Dr Abdullatif ARABIAT
Secretary-General
Ministry of Education
(Jordan)

Mr Darkoye ATTAHER
Minister of Education
(Niger)

Professor Boleslaw FARON
Minister of National Education
Head of Delegation
(Poland)

Dr Michael LE GUILLOU
Her Majesty's Inspector with responsibility for Adult and Continuing Education
United Kingdom of Great Britain and Northern Ireland)

Professor Turhan OGUZKAN
Vice-Chairman of the Turkish National Commission for Unesco
and Chairman, Bogazigi University Department of Educational Sciences
(Turkey)

Mr Fedor G. PANACHIN
First Deputy Minister of Education
Ministry of Education
(USSR)

Mr Abdoraboh Ahmed GRADAH
Deputy Minister of Education
(Yemen Arab Republic)

Dr Hasan DERVISBEGOVIC
Minister of Education, Science, Culture and Physical Culture of Bosnia and Herzegovina
(Yugoslavia)

Rapporteur-General
Mr Jean-Marie GOUAULT
Chargé de mission in the Department of Co-operation and International Relations of the Ministry of National Education
(France)

Chairman of Commission I
Mr Luis CONTRERAS
Director of Adult Education
(Venezuela)

Chairman of Commission II
H.E. Dr Nissanka WIJEYERATNE
Minister of Justice
(Sri Lanka)

27. The Conference then adopted its agenda with the amendments proposed by the informal meeting of Heads of Delegations (ED-85/CONF.210/1 Rev.).

28. The Conference decided that the following items on the agenda would be discussed in plenary session: 6 - 'Developments in adult education, considered particularly as the extension of literacy activities, since the Tokyo Conference (1972) and the adoption of the Recommendation on the Development of Adult Education (Nairobi, 1976)', 7 - 'The development of adult education as an essential prerequisite for lifelong education and an important factor in the democratization of education: trends and prospects', and 10 - 'Measures to improve international and regional cooperation with a view to the advancement of adult education'. It entrusted the Commissions with the task of examining item 8 - 'The contribution which adult education can make to the development of active participation in economic, social and cultural life and to the solution of some of the major problems of the contemporary world' (Commission I) and item 9 - 'Ways and means of extending and improving adult education' (Commission II).

29. The Conference decided to discuss agenda items 6 and 7 together. During one of the plenary sessions devoted to the discussion of these items, the Conference paid tribute to the outstanding contribution made to the development of adult education, for which they had worked until the time of their deaths, by Mr REYES HEROLES (Mexico), Minister of Public Education, Member of the Executive Board of Unesco, Chairman of the Intergovernmental Committee for the Major Project in the field of Education in Latin America and the Caribbean; Mr AMADU KANKPE-KOMBATH (Togo), Permanent Secretary of the Regional Council for Adult Education and Literacy in Africa (CREAA); and Mr ROBBY KIDD (Canada), Founder and First Secretary-General of the International Council of Adult Education (ICAE), President of the Second International Conference on Adult Education (Montreal, 1960).

The Conference then observed a minute's silence in memory of the deceased.

30. The Conference decided to set up a Drafting Group composed of representatives of the following twelve countries: Algeria, Canada, Costa Rica, Denmark, Gabon, Iran, Jordan, Nigeria, Panama, Thailand, USSR and Yugoslavia.

31. The Drafting Group, chaired by Mrs Hanne Sondergaard (Denmark), was first made responsible for studying the draft recommendations submitted to the plenary by the various delegations, amalgamating drafts concerning the same aspects of adult education, clarifying or reconciling apparent divergences between drafts on similar topics and proposing to the President of the Conference a consolidated text which would meet with the widest possible approval of the delegates. Subsequently the Conference requested it, in accordance with the foregoing terms of reference, to amalgamate the key ideas identified in the various draft recommendations submitted to the plenary and to the two Commissions and to prepare, for consideration and adoption by the Conference, a series of draft recommendations on salient qualitative problems in adult education.

Adoption of the draft final report and closure

32. During the last plenary meeting the Conference considered the draft recommendations submitted by the various delegations under items 6, 7, 8, 9 and 10 of the agenda. Mrs H. Sondergaard, Chairwoman of the Drafting Group set up by the Conference to co-ordinate those drafts, reported to the Conference on the work of the Group, which had amalgamated most of the DRs submitted to it in a single text (PLEN/DR.43) but had not been able to incorporate certain others (PLEN/DR.33, PLEN/DR.40 and PLEN/DR.44).

33. The Deputy Head of the French Delegation made a statement concerning

the work and proposals of the Drafting Group and his appraisal of the Organization's present situation and of the work of the Conference.

34. The draft recommendations submitted by the Drafting Group and appearing in document PLEN/DR.43 were adopted one by one, by consensus. Those drafts, in some cases amended by the delegations, were then approved by the Conference. Vital parts of draft recommendations PLEN/DR.40 and PLEN/DR.44 were also included in the appropriate recommendations.

35. The Conference considered that the substance of draft recommendation PLEN/DR.33 was covered by paragraph 29 of the Introduction to the draft final report (document ED-85/CONF.210/6 prov., page 6). It also decided that certain parts of PLEN/DR.42 which had not been incorporated in PLEN/DR.43 would be reflected in the final report.

36. The President of the Conference instructed the Secretariat to delete any repetitions in the text of the recommendations proposed by the Drafting Group and to incorporate the oral or written amendments submitted by the delegations at the last plenary meeting.

37. The Delegations of Belgium, Norway and Switzerland expressed reservations on individual recommendations which they felt were difficult or indeed impossible to implement in their countries for institutional, political or cultural reasons.

38. The Delegation of Finland, on behalf of the five Nordic countries (Denmark, Finland, Iceland, Norway and Sweden), made a statement concerning the draft recommendation submitted by that group of countries, stressing again the need to give effect to the decisions taken by the Executive Board of Unesco at its fourth special session in regard to priorities and programme concentration.

39. At the same meeting Mr JeanMarie Gouault, Rapporteur-General, submitted the draft general report on items 6, 7 and 10 of the agenda. The Conference adopted that report and took note of the reports on items 8 and 9 that had been adopted by Commissions I and II respectively.

40. On the proposal of its President, the Conference adopted by acclamation a 'Declaration on the right to learn', reproduced in Part II of this final report.

41. The Director-General, in his closing address (Annex III), thanked the participants whose efforts had ensured the full success of the Conference. He commended the valuable contributions and the spirit of understanding and tolerance that had imbued the discussions. He expressed his gratitude to the President of the Conference, H.E. Mr Dzingai B. Mutumbuka, the fourteen Vice-Presidents, the Rapporteur-General, Mr Jean-Marie Gouault, the Chairmen of the two Commissions, Mr Luis Contreras and H.E. Mr Wijeyratne, Mrs H. Sondergaard, Chairwoman of the Drafting Group, and all the members of that Group.

42. The Director-General felt that the Conference, whose importance for Member States was attested in particular by the number and quality of the participants, had made it possible to draw up a valuable and diversified balance sheet of the progress achieved since the Tokyo Conference and to lay down a number of guidelines for promoting further progress in the field of adult education.

43. The Director-General, noting that the information provided in the context of the survey conducted by Unesco had highlighted the progress achieved in adult literacy work, welcomed the increase in the number of countries that had already taken measures to eradicate illiteracy, or that wished to do so, by carrying out mass adult literacy campaigns and making a major effort to provide universal access to primary education.

44. Mr M'Bow observed that a large number of industrialized countries, now taking very seriously the problems of non-literacy or functional illiteracy, felt more directly concerned by this phenomenon, whose worldwide dimensions were thus revealed in their full light. He pointed out that literacy work was the starting-point of a continuous lifelong educational process, and welcomed in that connection the increasing number of adult education programmes at the secondary and higher levels in many countries.

45. The Director-General alluded to the Conference's specific contribution to the concept and future thrust of adult education. He emphasized in particular that the Conference had by a broad consensus assigned to adult education the role of helping to make lifelong education available to all, as an essential aspect of the right to education and as an essential factor in the development of lifelong education, and defined the manifold functions to be assumed by adult education if it was to meet the many demands of today's world.

46. Mr M'Bow took note of delegates' remarks concerning the prerequisites for adult education to be able to play fully its role as a factor in the democratization of education, and particularly the need to promote full equality of access to education for women. He also stressed the growing importance and attention given to the role of adult education in vocational training and upgrading, cultural identity and development and social communication.

47. The Director-General referred to the guidelines laid down by the Conference in respect of content, educational materials, methods, planning and staff training in adult education. He laid particular emphasis on the importance of the training and upgrading of different categories of personnel and of the specific contribution of the new education technologies, the various media and information science.

48. The Director-General took note of the relevant and fruitful nature of the discussions concerning international co-operation. Recalling that the Conference had highlighted the complementary character of the tasks devolving on governments and on intergovernmental and non-governmental organizations, Mr M'Bow expressed the view that increased co-operation among NGOs and the Member States themselves, especially at the regional level, reflected both a concern to pool resources and a desire for understanding and a closer relationship which augured well for the future.

49. The Director-General mentioned the technical and financial support provided by the international community, especially to the least advantaged countries, as a tangible demonstration of solidarity in the context of the global effort to eradicate illiteracy. He noted the importance attached by the Conference to international intellectual co-operation and the tribute paid to Unesco's role in that respect.

50. In conclusion, Mr M'Bow, referring to the recommendations adopted by the Conference, expressed his conviction that they would provide valuable suggestions for making further progress. He was pleased to note the unanimous adoption of the declaration on the right to learn which, for all those concerned, was in his view tantamount to a commitment.

51. The Heads of the Delegations of Algeria, Finland, Guatemala, Thailand, the Ukrainian SSR and Zambia, speaking on behalf of their respective groups, took the floor to express their satisfaction at the work of the Conference and to make certain comments in that connection.

52. H.E. Mr Dzingai B. Mutumbuka, President of the Conference, in his closing address, commended the spirit of goodwill, mutual understanding and discipline that had governed the work of the Conference and enabled differences to be transcended so as to ensure its full success.

53. Mr Mutumbuka expressed his gratitude to the non-governmental organizations whose commitment and enthusiasm had contributed extensively to the Conference's success. He emphasized the importance and number of the delegates, providing a guarantee that adult education circles throughout the world were very widely represented. He felt that the positive results achieved, of which the participants could legitimately by proud, were largely due to the seriousness with which the delegates had taken their work, both in the Commissions and in plenary.

54. In conclusion, the President of the Conference thanked the delegates to the Conference and the Unesco Secretariat for their valuable contribution to the success of the Conference.

Report of the Plenary

55. The Conference held nine plenary meetings to consider meetings to consider items 6, 7 and 10 of its agenda.

56. During the plenary meetings from 19 to 22 March it considered items 6 and 7 together. Sixty-nine delegates, together with observers from the Holy See, a national liberation movement, two international inter-governmental organizations and ten international non-governmental organizations, took part in the discussion of these items.

Item 6 of the agenda: Developments in adult education , considered particularly as the extension of literacy activities, since the Tokyo Conference (1972) and the adoption of the Recommendation on the Development of Adult Education (Nairobi, 1976)

57. The participants stressed both the importance they attached to the Conference and its good timing, hoping that it would be another landmark in the development of adult education and contribute, through the exchange of experience it made possible, to further progress in that area.

58. Many delegates also emphasized the key role of Unesco in the field of adult education, and the place adult education should be given in its programme, some expressing their satisfaction with the support given by Unesco to their respective countries in that area.

59. It emerged from the discussions that adult education has expanded considerably throughout the world since the Third International Conference on Adult Education organized in Tokyo in 1972, in spite of or perhaps because of the often difficult international situation obtaining over the last few years, in particular the economic crisis which many countries had had to face. Many delegates thought that the progress made in this respect owed much to the stimulus given by the nineteenth session of the General Conference (1976) in adopting the Recommendation on the Development of Adult Education.

60. It had become apparent that with resources that were often modest and in some cases being reduced - though the situation varied greatly from country to country - a much greater number of adults had been able to take advantage of the educational programmes arranged for them, and such programmes had often been designed for new social groups and categories. There had been an upward trend in the range of activities and in the number and variety of organizations and people of all kinds involved in their elaboration and implementation.

61. In the first place, and at the highest level, national measures of a legal or even constitutional nature

taken by certain governments had given adult education a fresh impetus, either by fixing its goals, scope, role and resources or by specifying certain special arrangements. For example, adult education has given a special place in national constitutions or charters, in periodic plans for socio-economic development, in schemes for general reform or in white papers on the education sector. Some countries had also taken steps to harmonize the various laws on education in general or on adult education in particular, and had adopted regulations to encourage participation in adult education through more flexible working hours, the development of paid leave for educational purposes or incentives designed to encourage certain categories of people (civil servants, professional staff, teachers, workers) to attend courses of education while working.

62. There seemed to be a general trend towards a broader definition of adult education and a greater complementarity of its functions, the emphasis frequently being placed on a particular one, in the light of national situations or options. Though in many cases adult education remained focused on its primary objective of compensating for an inadequate or even non-existent initial education, that form which consisted in steadily raising the level of knowledge in the context of lifelong education and taking account both of advances in theoretical and practical knowledge and of technological and social changes had expanded substantially. Adult education had come to be recognized as necessary for everyone and as a fundamental aspect of the right to education, which was as vital to individual self-fulfilment as to social development and progress. Moreover, the concern for equity which had motivated the promoters of adult education from its earliest days, and the desire to make full use of all the human resources likely to contribute to economic, social and cultural progress were to a very large degree convergent. As many speakers emphasized, adult education had become an integral part of education systems and constituted a vital contribution to the provision of education for all.

63. At the Tokyo Conference, despite the multiplicity of problems and the extreme diversity of situations, a broad consensus had emerged among the Member States regarding the problems then facing adult education and adult educators. Similarly, the period since 1972 seemed to have been characterized, to varying degrees and on a variable scale, by a general convergence in the trends, achievements and preoccupations in the field of adult education reported by the Member States and international non-governmental organizations represented at the Fourth International Conference on Adult Education.

64. The Conference thus noted that, quantitatively speaking, adult education had, on the whole, remained stable or had even developed. Whether in respect of the number of adults enrolled, the variety of programmes, the number and variety of bodies responsible in one capacity or another, and sometimes the magnitude of the efforts made, adult education had continued throughout the world to be prominent among the educational measures taken in the various societies and must now meet three challenges: it must go hand in hand with technological change, serve as a means of eradicating illiteracy and help to solve the major problems of our times.

65. This development is due, at least in part, to the fact that adult education is regarded as one of the pre-conditions necessary in order to cope with the upheavals connected with the rapid advances in science and technology, making it possible to overcome some of their most serious and most harmful effects lide mass unemployment, which is rife in many countries. The economic, technological and social changes that have occurred or become more pronounced since the Tokyo Conference thus seem to have led to the outline of a new view of adult education.

66. As scientific and technological development is proceeding at a faster pace than workers can obtain qualifications, one finds for instance that there has been vastly greater recourse in recent years, especially in the highly developed countries (but also in some developing societies), to different types of vocational training, thus facilitating changes in branches or types of employment and hence facilitating the horizontal and vertical mobility of the labour force. The concern in most cases is not with retraining in the narrow sense but rather with a form of training that takes the human dimension into account, in other words, that does not reduce the persons undergoing training to mere automata. On the contrary, the training is frequently directed at the many and varied facets of the human being, tackling the broadest aspects of the subjects dealt with, concerning for instance the dangers as well as the advantages of certain technological and scientific changes currently being introduced.

67. Similarly, one finds on the whole that, since the Tokyo Conference, there has been a sustained preference for a type of adult education distinguished by a broad range of subject-matter, encompassing not only vocational training but also general education, and for courses preparing people *inter alia* for civic responsibilities, or relating to cultural development and the wise use of the communication media which are increasingly present in everyday life. A series of subjects considered to be particularly important for adult education programmes concerns major challenges

of our times such as the struggle against racism and apartheid, the promotion of human rights and fundamental freedoms, the maintenance and consolidation of peace and the development and preservation of the environment. From a more general standpoint, most of the speakers emphasized the importance of adult education as one of the preconditions for employment and the appreciation of cultural values and as a factor in the all-round development of the personality.

68. It is generally felt in a very large number of Member States, and particularly in the developing countries, that the elimination of illiteracy remains the major educational challenge facing adult education, governments and the peoples of the entire world in the late twentieth century. Illiteracy is a growing obstacle to the realization of the right to education and to the development of the personality and society. However, while the percentage of illiterates in the adult population is tending to decrease, their absolute number is increasing inexorably. Since the Tokyo Conference, which made the same observation, many literacy activities have been carried out, ranging from projects and programmes whose scope has sometimes been limited through lack of resources but which have proved highly instructive, to a number of large-scale national campaigns which have marked the intervening period by their boldness, their systematic nature and their achievements (several hundred thousand and even, in some cases, several million new literates) or, in the case of recently launched campaigns, their anticipated achievements. A large number of these campaigns have been based on the concept of functional literacy.

69. A number of speakers referred to a problem arising in several highly industrialized countries. It has existed for some time now but has only recently become a subject of general concern, expressed for instance by the European Parliament. It is the problem of relapses into illateracy, semi-illiteracy and functional illiteracy, noted particularly among some young people who have received indequate schooling. One speaker said that it amounted to a dislocation of the social body and to an impasse which was simply indicative of an accumulation of handicaps.

70. The Fourth Conference was obliged to state, like the Tokyo Conference, but certainly more forcefully precisely because of the lessons learned from the various programmes and mass campaigns carried out in the intervening period, that literacy work could not fully bear fruit unless it was followed by varied and sustained efforts to provide post-literacy training. These efforts consolidated newly acquired knowledge and enabled the newly literate to supplement and expand it; if they were not made, the material and human investment required for initial literacy training could be jeopardized or even wasted. Several measures have been taken or are being taken in this connection, sometimes in one and the same country, including the production of reading materials, the establishment or improvement of facilities to encourage reading, out-of-school follow-up at the levels of primary then secondary education, and the organization of post-literacy courses. It has even been possible, in particular cases, for adults to embark on and continue with education in an out-of-school setting, starting with basic literacy instruction and going all the way to the first level of university education.

71. Far more widespread, however, are the gradual forms of learning which presuppose a complex system of ways in which the learner can follow programmes in formal and non-formal contexts, either as a newly literate who, after out-of-school literacy instruction, goes on to further training in the formal context, or who, as a young school-leaver, continues his or her education in a non-formal context. Again, the learning process may involve the alternation of both these forms of education.

72. The Fourth Conference has thus, for these reasons, emphasized the need for an overall approach to formal education within the framework of the key concept of lifelong education.

73. Admittedly, the tendency to set these two forms of education one against the other, which came into the open in both theoretical and practical terms about ten or fifteen years ago, is not entirely unjustified. Perceived by many as an original form of education dissociated from formal education, which has not adopted a new approach, adult education still retains a number of distinguishing features. It represents the need, the attempt to discover and the organization of flexible sequences in education (involving the sue of modules), self-teaching rooted in personal experience (society perceived as a kind of school), and theory based on practical work and on practical achievements.

74. Nevertheless, we no longer seem to be at the stage where formal education and non-formal educational activities were considered as competing with one another, if not in opposition. The formulation of policies and the development of structures that make it possible to overcome this cleavage is one of the main features of the period that has elapsed since the Tokyo Conference. In certain States, linkages or interconnections have been established between formal and non-formal education at different levels, employing procedures that are in some cases still in the process of elaboration. In other cases, legislation has been passed to make adult education a subsystem of the educational system as a whole. In accordance with the global approach adopted in this respect by the fourth extraordinary session of the General

Conference of Unesco, several countries are today taking action consisting of two closely linked elements, designed to eliminate illiteracy: on the one hand by promoting general access to primary education reforming it, hoping in this way to stem illiteracy at source, and on the other by intensifying efforts to provide non-formal literacy training for young people and adults.

75. In practical terms, a wide variety of activities demonstrating the closer and more systematic interpenetration of the formal system and non-formal programmes have emerged in recent years, both in the industrialized and in the developing countries. In some cases, the activities implemented on a non-formal basis perform a compensatory or remedial function for young or older adults who did not receive an adequate education initially; in other cases, it replaces formal education, which does not cater for sufficient numbers, and thus constitutes a kind of para-educational activity at the primary level but also, and apparently increasingly, at the secondary and even post-secondary levels; sometimes the very criteria applied to enrolment (with regard in particular to the enrolment age) and admission criteria are made more flexible in order to take preliminary non-formal instruction into account. This overlapping between formal and non-formal education courses has given rise to the problem of official recognition of knowledge and skills acquired in the context of non-formal education and of the equivalence of qualifications. In certain countries, both young pupils and adults have been allowed to enter for examinations, no distinction being made between those who have received a formal education, those who have been educated in non-formal schemes, and those who have completed their studies on a completely independent basis, without continuous supervision.

76. This diversification corresponds to a preoccupation that was unanimously expressed by the Conference, on the democratization of education, which was concerned to give effect to the equal right of all to education.

77. Adult education has been performing new functions while increased emphasis has been placed on old ones, and one of the most increasingly widely recognized is that of vocational training and retraining. As we have already indicated, in many Member States this has been regarded as an essential function of adult education, a necessary response to the changing job market and to technological changes, especially those linked to the introduction of new technologies, and to the need to increase vocational skills, to facilitate the redeployment of personnel and ensure greater vocational and geographical mobility at a time when the structure of employment is undergoing modifications , a process which in many countries has led to unemployment. The courses offered on this basis are frequently intended for young adults who have not yet found a job, for members of the working population or for the unemployed. They aim to provide either training in a new subject or skill, further training or retraining. Frequently, care is taken to ensure that this training is not limited to the acquisition of vocational skills, but accompanied by general training that it is often considered important to round out with a view to encouraging the full development of the personality, in all its dimensions. This tendency coincides with a concern to soften the rigid division between general education and technical and vocational education. The place of science teaching in adult education activities has broadened. It is seen as one of the prerequisites for an ability to cope with the transformations resulting from the constantly increasing pervasion of contempory life by technology.

78. The tendency to develop adults' general knowledge and to raise their cultural level goes hand in hand with a trend apparent in many activities that are designed to encourage much more active participation on the part of adults in cultural promotion work, and indeed in the formulation of cultural policies. In certain countries this trend stems from the concern to strengthen the national cultural identity. Adult education, as certain speakers pointed out, can make a particularly important contribution in this area, due to its essentially popular character and the fact that it is rooted in local realities. The place of cultural activities in adult education has also expanded, particularly in the industrialized countries, with the increase in leisure time. These activities constitute an important part of the courses open to the elderly, which have developed considerably since the Tokyo Conference.

79. Adult education, whose structure and methods have gained a great deal from the new communication and information technologies, has also been given a new task, that of providing training in the use of data and in the interpretation of the increasing volume of messages in a society that has entered a new era as far as the media are concerned. The full importance of co-operation between decision-makers in the fields of education and communication is now plain for all to see.

80. The role played by adult education in civics and preparation for life in society appears to have been gaining increasing recognition. This combines with a tendency to develop humanist and ethical educational contents, in parallel with scientific and techno- logical contents, and the tendency to establish closer links between adult education and various social and vocational activities. At the same time - and particularly following the adoption of the Recommendation

concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms by the General Conference in 1974 - the contribution that can be made by adult education on the one hand to understanding and solving humanity's major problems, and one the other hand to international understanding and co-operation has been perceived with increasing clarity in many countries. A number of delegates stressed the tremendous importance they attached to adult education's contribution to the maintenance and strengthening of peace. Some of them recalled that the year 1985 marked the fortieth anniversary of the end of the Second World War, and called for an end to the arms race, in space as well.

81. Many obstacles have stood in the way of the even more extensive development of adult education, the most important being the deterioration in the international economic situation since the Tokyo Conference and its effects on many national economies. In some industrialized countries, a reduction in the funds available has made the tasks of adult education considerably more difficult. However, it is mainly in the developing countries that the shortage of material resources is most cruelly felt. In these countries adult education lacks not only financial resources but also important infrastructures (means of transport) and teaching aids (books and periodicals, whose production is complicated by the need for translation in bilingual or multilingual countries).

82. Apart from material constraints, the Conference noted the existence of a number of methodological and structural difficulties. In certain situations, planning and programming give rise to problems, either because the formulation or implementation of plans and programmes has failed to keep pace with the extension and conceptual development of education, which has set adult education in the context of global educational action, or because they have made insufficient allowance for other socio-economic realities (especially the need for a greater correlation between education and work). The training of adult educators, as professionals and voluntary workers, often leaves a good deal to be desired as well, as some literacy instructors, educators and organizers working at various levels have not received adequate training. In this respect it was pointed out that school teachers in primary and secondary education constituted a very useful reserve which could, if the appropriate initial training or retraining were organized, provide a large body of full-time, part-time or temporary adult educators. Several participants stressed the need to define and disseminate both educational methods and curricula intended for adults that take more fully into account than do those currently in use the specific characteristics of adults, providing more interest and motivation for them, and corresponding more closely with adult aspirations, preoccupations and time schedules.

83. During the time that had elapsed since the Tokyo Conference, many factors, as well as a variety of measures taken and changes made to existing structures, had seemed capable of helping to remedy, among other things, the shortcomings referred to above.

84. The fact that many people are involved in adult education has been recognized as one of its most striking features and one of the main reasons for its success. Although, as has been pointed out, adult education is the least institutionalized form of education, it is none the less evident that it has increasing recourse to a wider range of educational or social institutions than any other form of education. Schools, universities, social education centres, co-operatives, business firms (private, self-managed or State), banks places of worship - those are examples of the types of institutional framework in which adult education develops.

85. Many delegates stressed the role played by the non-governmental organizations. Whether trade unions, women's or youth associations, specialists in various disciplines, political or religious movements, the non-governmental organizations have played an increasingly important part, since the Tokyo Conference, in literacy work and adult education in general, and have given a positive demonstration of their ability to ensure authentic and often massive mobilization, at relatively low cost and to achieve results which are closely adapted to the educational needs of the different sectors of the population.

86. The wide variety of institutions involved in adult education and of their specific contributions has increased the need to establish machinery for consultation and co-ordination. Much of this has been set up or strengthened over the last ten or fifteen years, at different levels - provincial and local as well as national, regional and international.

87. This machinery seems to take on special importance at local and provincial levels in many countries which have opted for a decentralized system of adult education. Although decentralization presents certain disadvantages, particularly with regard to standards which it is advisable to unify at national level, these are largely compensated for by the advantages, which consist mainly in encouraging community efforts closely linked with local endogenous development.

88. Another factor that has contributed substantially to the development of adult education, particularly in the form of distance education, is the increasing variety of new education technologies. Radio, television and cable television, sound and videocassettes, individual computers and other uses of computer science, even original ways of using the telephone -

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these various media, which are often combined in multi-media systems, have made it easier to incorporate in educational processes groups of people and especially individuals whose access to education was previously made difficult by their geographical isolation, the conditions of their working life, or certain handicaps. These media have also facilitated the development of self--learning.

89. The Conference was unanimous in recognizing and welcoming the contribution made to adult education since the Tokyo Conference by international co-operation, particularly within the framework of Unesco's activities. In preparing legislation and other national measures, governments of both industrialized and developing countries have based their efforts, sometimes decisively, on the work and standard-setting instruments developed within Unesco, particularly the recommendations of the Tokyo Conference and the International Recommendation on the Development of Adult Education adopted in Nairobi in 1976, but also the recommendations of the International Education Conference, the report on the International Commission on the Development of Education and the reports of various meetings and studies.

90. The value of the contribution made to adult education by international co-operation was also stressed in relation to information on innovations, statistics, the development of educational technology, of consultation and co-ordination between the associative sector and the public authorities and the preparation and implementation of operational projects financed by multilateral and bilateral extra-budgetary resources.

91. The problems relating to the education of the Palestinian people were also discussed and the contribution of Unesco and UNRWA emphasized. Moreover, several speakers referred to the efforts made in international co-operation since the Tokyo Conference to encourage regional and subregional consultation in respect of functional literacy and adult education, particularly within the Major Project on Education in Latin America and the Caribbean and the Regional Programme for the Eradication of Illiteracy in Africa. The elaboration of the Arab Strategy for the eradication of illiteracy and the debates on adult education at the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific which has just been held in Bangkok were also mentioned as examples of co-operation. Several delegates offered to make their national experience and certain facilities in their countries available to other Member States through Unesco, particularly at regional level.

Item 7: The development of adult education as an essential prerequisite for lifelong education and an important factor in the democratization of education: trends and prospects

92. On the whole, speakers were agreed that implementation of the right to education provided the foundation and support for the actual process of the democratization of education, and was a right that should be guaranteed to everybody, including adults of all ages. Adult education for some countries was one of the ways by which it was possible to ensure for adults the full exercise and respect of human rights and the fulfilment of their duties as citizens since it helped to reduce ignorance, which was the greatest barrier to the awareness and enjoyment of those rights and to individual self-fulfilment. It was very often true that only through adult education could a person truly benefit from the right to culture; in some cases it could also facilitate enjoyment of the right to work. One speaker even maintained that the right to learn was not only a fundamental human right but that it had become a key to the survival of the individual and society at a critical time in the history of mankind.

93. Other speakers stressed the difficulties being encountered by many countries in their efforts to offer educational opportunities to all their citizens, both children and adults. Despite their determination to make the right to education a reality, some countries were in fact faced with a number of problems, one being the shortage of resources. These were forcing those countries to make choices and adopt priorities, particularly in adult education, which might at first sight give the impression of limiting enjoyment of the right to education.

94. Many delegates emphasized that adult education, and more particularly the literacy programmes, represented for millions of illiterate people the only opportunity of enjoying their right to education. It was pointed out, for example, that in many developing countries, literacy work continued to constitute the main focus of adult education and was often the only means of providing education and knowledge to large segments of the population who had not been to school. In many industrialized countries, too, it appeared necessary to include literacy activities among the range of educational courses offered to adults. These were mainly for certain illiterate groups from other countries but were also directed at an increasing number of nationals who had not derived sufficient profit from their time at school or who, as the result of many different types of obstacle, had gradually forgotten how to read and write. A number of delegates said that with the introduction of the new technologies, such relapses into illiteracy

could well become more frequent in the future.

95. Adult education is therefore playing an important role in a wide range of societies in fostering equal access to education either as the 'only chance' for education or as a 'second chance' for all those who have not been able to complete their schooling in the normal way or benefit from it as they should. Some speakers mentioned the role of adult education as a supplement to formal schooling with the aim of reducing the disparities between urban and rural areas in the availability of education.

96. To prevent a widening of the gap between the favoured and less favoured from the educational and from the social and economic points of view, adult education is increasingly tending to give priority, where resources are limited, to certain groups of people who are at a disadvantage regarding access to education or who are unable to benefit with the same chances of success from the opportunities open to them. These groups have specific educational needs which cannot be satisfied unless certain conditions are met. A great number and variety of measures have been taken to help them and they have sometimes been the subject of 'positive discrimination' or 'affirmative action'.

97. Thus, as an example, a special effort has been made over the last ten years in many literacy campaigns to take account of the particularly high rate of illiteracy among women, education for whom has a multiplier effect because of their family and social role and their potential contribution to development. Women seem to have taken part in these campaigns with remarkable enthusiasm, and in many other adult education programmes they now make up half the participants. However, in the great majority of countries, they still form the overall majority of the illiterate adults. Although some educational programmes have been designed specially for women so as to make it easier for mothers to find employment again when they have had to interrupt their work for a time in order to raise their children, efforts have been made so that such programmes are not too narrow in scope and facilitate the access of women to knowledge in the broad sense.

98. Many delegates gave high priority to certain groups e.g. the inhabitants of rural areas and marginalized urban zones; those living in geographically isolated communities; women; and, above all, unemployed young people. In some countries, special adult education activities are directed at the poorest sections of the population with the aim of promoting their social and economic integration. As recent experience has shown, precisely because they are often on the fringes of society, the poorest of all (who are generally the least educated) may suffer from alienation and be the least likely to make their needs known to the authorities responsible for helping them educationally. Various speakers stressed the need for educators to make an effort to encourage such people to participate in the preparation and implementation of educational activities designed for them. On this subject, one speaker emphasized the value of such a dialogue, which both helped adult education to attain its objectives and the national community to benefit from the culture of minority or marginal groups.

99. Adult education has increasingly aimed at promoting the social integration of the elderly and preventing them from being pushed into the background at the end of their active lives, while at the same time enabling them to continue making whatever experience and original values they may possess available to society as a whole. As described both by their countries of origin and by beneficiary countries, educational programmes for migrant workers and their families pursue three objectives, apparently in an increasingly balanced way. These are the promotion of socio-economic and linguistic adjustment in the host countries, maintenance of the migrants' own culture and language, and facilitating their reintegration on their return to their own countries. Where minority ethnic groups are concerned, some have benefited in the past few years from action to revive the expression and the creativity of cultures that have long been stifled and to bring to the majority groups in the countries concerned the valuable contribution made by those cultures. Other groups for which specific and frequently successful approaches to adult education have been devised include the disabled and refugees.

100. The groups considered as deserving of priority naturally differ from country to country, and as some speakers noted, so do the criteria for designating those groups. These criteria are often based on equity but in some cases they are also based on the numerical size of the groups, or on economic considerations.

101. In the opinion of many delegates, adult education makes a decisive contribution to the democratization of society by paving the way for greater democratization of education. Very frequently taking the form of 'popular education' or 'social education', adult education contributes in many countries to the teaching of democratic ideas and the shaping of democratic behaviour. Similarly, adult literacy and study programmes frequently have a civics component. In this particular context, some delegates, referring to recent events in their countries, stated that political dictatorships were very much against people being given the opportunity through adult education to acquire knowledge and exercise their rights, particularly the right to freedom of speech. They pointed out that as soon as democracy had been restored in their countries, formal and non-

formal education, including adult education, had recovered the support of the authorities and people concerned.

102. Several speakers described some of the pre-conditions for the democratization of education viz. financial support and paid study leave in some Member States; organization of study facilities compatible with working conditions, and the provision of information and guidance services. A number of delegates mentioned in this connection the role of curriculum diversification in meeting the wide range of needs and wishes, and of the participation of those concerned and of the associations to which they belonged in drawing up those curricula. Several delegates said that it was an encouragement for adults to study when their studies were recognized in the education system or for employment purposes. Some speakers felt that the introduction of certificates for certain adult education programmes would help to secure social recognition for adult education, stimulate participation and facilitate transition to other formal and non-formal programmes.

103. Many speakers stressed the place and role of adult education in the process of lifelong education. Adult education was viewed by some delegates as a pre-condition for lifelong education, by others as an integral part of the overall education system, and by others still as a fourth category of education in addition to the three traditional levels, or as a new cross-sectional dimension, and it seems to be very widely recognized as a major or even crucial component of lifelong education. This is demonstrated by the legislation, regulations, or even contractual arrangements adopted by many Member States and, where adult education is primary in the hands of non-governmental organizations, by the increasing support they receive from the educational or political authorities. The traditional concept of education is thus gradually being abandoned in favour of lifelong education extending 'from the cradle to the grave'.

104. Many speeches reviewed progress towards ever-wider recognition of the contribution of adult education to lifelong education and of the ever-closer links between initial and in-service training, refelcted above all in their complementarity; the concept of literacy education as the first phase in a learning process; the development of adult education at the secondary and university levels; the increased interlinking of formal and non-formal education; progress towards horizontal and vertical mobility within the education system; diversification of the places where education is provided and of the people providing it, etc. One speaker stressed the usefulness, in the context of life long education, of modular forms of training, especially training made up of 'capitalizable units'.

105. In the light of the discussion on this point, it emerged that since the Tokyo Conference, adult education has indeed developed in the direction of lifelong education, being based on the idea of the lifelong development of the all-round potential of the individual, using all available educational resources and fulfilling the manifold needs of different groups in changing societies. It has thus helped to make the lifelong education approach a reality, encouraging efforts to renew formal education, a necessary pre-condition if lifelong education is to become fully effective.

Item 10: Measures to improve international and regional co-operation with a view to the advancement of adult education

106. The Fourth International Conference devoted a major part of its plenary discussions to the examination of agenda item 10 on 'Measures to improve international and regional co-operation with a view to the advancement of adult education'.

107. The Conference was of the opinion that international and regional co-operation had played a major role in diversification of the aims, content and targets of adult education and expansion of its field of action since the Tokyo Conference in 1972 and, more particularly, the implementation of the Recommendation on the development of adult education adopted by the General Conference of Unesco in Nairobi at its nineteenth session in 1976. Following the major guidelines in that Recommendation, many countries, often with Unesco's help, launched literacy campaigns or reinforced their efforts in the field of adult education in general.

108. Many speakers also pointed out that since the Tokyo Conference new dimensions for consideration in international co-operation had been added to the major issues of adult education. Among the priority problems was the occupational training of adults in a world that was undergoing rapid scientific and technological change and that had to cope with the economic crisis afflicting many industrialized countries. The solution to those problems required, inter alia, a type of adult education that would enable a substantial part of the working population to move into new economic activities or more productive technological channels. Another priority area was the mass lifelong education needed to facilitate adaptation to the radical social and cultural transformations characterizing contemporary human society.

109. Considerable efforts had still to be made by the Member States in the form of international co-operation in illiteracy if the developing countries and functional illiteracy in many industrialized countries were to be eradicated. Those two phenomena constituted fundamental obstacles to full civic and

social participation and to full access to all the benefits attendent on all-round societal development.

110. The representatives of many Member States were of one accord in stressing the fundamental role of international co-operation in the promotion and strenghthening of adult-education programmes aimed at increasing awareness of the major tasks facing the contemporary world, such as the search for the conditions necessary to durable peace and better international understanding; the establishment of respect for human rights and, more particularly the right to education; socio-economic development and protection of the quality of the environment.

111. Regarding the spirit of international co-operation in the field of adult education, some delegates said that such co-operation should work towards integrated socio-economic development designed to meet basic needs and should respect the independence of the country concerned, which required that the blind transfer of aims, content and methods often unsuited to the specific needs of that country be avoided. Moreover, international co-operation in that field should not be unidirectional, as both the developing and the industrialized countries had much to gain from the exchange. In fact, as regards problems such as functional illiteracy in the industrialized countries, the developing countries, in view of their efforts in the fight against illiteracy, already had a long experience to share.

112. All speakers recognized that adult education constituted one of Unesco's priority fields of action and one of those with most to contribute to its international outreach; they all beleived that action in this field should be strengthened in the future. Some speakers hoped that the Organization would concentrate its action in this field in order to increase its impact on literacy education, the education of women, the general public and migrant populations and the occupational training of disadvantaged groups. With this in view, a major group of delegates offered to contribute to the co-operative effort, expressing their desire to pool the experience gained.

113. Unesco should continue to help promote and make available to Member States various types of facilities for adult education at the international and the regional levels. Priority fields of co-operation with Member States and with governmental and non-governmental organizations included the exchange of information and experience, research into and the testing of approaches, content and methods for adult education, personnel training and the development of teaching materials, the development of regional co-operation and the strengthening of the capacities of Member States for planning and managing adult-education activities. Lastly, Unesco's contribution to the co-ordination of multilateral and bilateral co-operation in adult education should be continued and expanded.

I. Standard-setting aspects

114. The adoption of the 1976 Recommendation and the approach to adult education in the Second Medium-Term Plan (1984-1989) were considered by all the delegates as very favourable to the development of activity in that field. They hoped, however, that more vigorous action would be taken to ensure the continued implementation of the Recommendation.

115. Several delegates thus considered that Unesco should stimulate the introduction or extension of adult education, particularly through wide circulation of the Recommendation. Ohers advocated a system of periodic reports to be submitted by Member States in reply to a questionnaire drawn up by the Unesco Secretariat concerning the degree of implementation of the Recommendation. The introduction of such a system would enable Unesco to direct its future activities in that field more effectively and would stimulate widespread exchanges of information about trends in adult education and its problems and development prospects. These reports would certainly gain from an improvement in the gathering of statistical data and in evaluation techniques, for which some speakers requested Unesco's assistance.

116. Another speaker considered that adults should be guaranteed not only equal access to education but also the effective exercise of that right, and requested Unesco to collect, study and publish the information existing about setting up such a system of guarantees. Also from a standard-setting viewpoint, one delegate proposed that consideration should be given to a draft declaration on lifelong education, which would enable the concept to be clearly defined.

117. The problem of the interval between each International Conference on Adult Education was mentioned by a number of delegates, several of whom considered that it should be reduced to five years.

II. Exchanges of information and sharing of experience

118. With regard to exchanges of information and the sharing of experience concerning adult education, the conference stressed the need for appropriate and systematic circulation of information on the findings of educational research and experiment, and on experience in training personnel and developing curricula and teaching aids. This was not only to avoid duplication of effort and the waste of scarce resources, but also to make national activities relating to adult education

and public information in general more productive by providing fresh sources of inspiration.

119. In this connection, several speakers noted the importance of periodical international and regional meetings at which specialists could compare their experience. In the interests of maintaining a constant flow of up-to-date information, other speakers referred to the need to develop international and regional information networks relating to adult education, particularly those established by Unesco in order to make known educational innovations. They also spoke of the need to ensure that major developments received wide publicity through abstracts and appropriate periodicals. The discussions highlighted the relevance of setting up data banks on different aspects of adult education that could be consulted on-line by the institutions and individuals concerned. One delegate also suggested that a world directory of institutions involved in adult education should be prepared with Unesco's assistance.

III. Research, experimentation and evaluation

120. Another aspect mentioned by many delegates, concerning which international co-operation could play an important role, was research and experimentation in regard to adult education. Several speakers drew attention to the advantageous position enjoyed by not only international bodies such as Unesco but also international and regional governmental and non-governmental organizations in stimulating research and studies in adult education which were too costly to be undertaken by a single country or which, by their very nature, concerned several Member States.

121. In this context, some delegates spoke of the need to carry out comparative research and studies to identify was common and what was specific to the content and methodology of activities developed in various countries and regions in the struggle against illiteracy and functional illiteracy, in post-literacy work, and in technical and vocational training.

122. Other delegates laid emphasis on the urgent need to conduct research and experimental activities relating to the development of approaches that would make for more effective use of the mass media such as radio and television and also the new technologies, information technology and computer science, of the individual or family level. All of these seemed highly promising for general education and particularly for the distance technical training of adults.

123. Some speakers mentioned the need for international projects, with the assistance of Unesco, with a view to designing, testing and developing low-cost teaching materials and methods of approach which would encourage the active participation of adults in the teaching and learning process.

124. Several participants also suggested that it was necessary to undertake, within the context of multilateral and bilateral co-operation, research activities focused on the development of appropriate approaches, methods and tools for evaluating the adult education activities undertaken in Member States. On this subject, a number of delegates remarked that one of the most urgent needs was for the development of a conceptual framework for standardizing adult education statistics and appropriate tools for the collection of data.

IV. Content, methods and materials

125. Regarding the content of adult education and the teaching materials used, the participants brought out clearly the fundamental role that could and should be played by international co-operation, and in particular by Unesco, in facilitating dissemination of the findings of educational research, and the circulation of teaching materials prepared by Member States that addressed not only questions of general interest - the major problems of the contemporary world - but also the more specific but equally crucial problems of technical and vocational training or cultural integration and national policy. Several delegates suggested that the general availability of such materials would be both enriching and a means of enhancing the efficiency of efforts to develop adult education.

126. In addition, many speakers expressed the view that Unesco should continue to produce teaching materials for various target groups, in the form of guides, handbooks, modules, audio-visual packages and the like, drawing upon national and regional experience. This could result in a general conspectus of theoretical and practical advances in adult education which could then be rapidly circulated throughout the international community. On this subject, one delegate stressed the importance of facilitating the production of teaching materials in languages other than those in official use at Unesco.

127. Referring to the difficult financial situation affecting adult education in many countries, several delegates stated that in their view international co-operation should give priority to public and private financial contributions to enable various national experiments to obtain the equipment, technologies and materials (printing equipment, video and computer facilities, paper and so on) without which adult education could not be continued and developed.

V. Training of personnel

128. Most of the speakers considered that the training of the various categories of personnel involved in adult education - teachers, organizers,

curriculum development specialists, specialists in mass communication and new information technologies, administrators, etc. - represented an important aspect of international co-operation.

129. In this connection, the organization by Unesco, with the assistance of other multilateral and bilateral co-operation agencies, of regional, sub-regional and national seminars and further training courses that would develop the training of human resources for adult education in quantitative and qualitative terms, was referred to by some delegates as an essential prerequisite in ensuring the greater efficiency and broader scale of the efforts being made by Member States.

130. Other speakers considered that the training of specialists in curriculum development with the aid of new communication and information media, and the training of teachers in making effective use of these new resources should also take place primarily in the context of international co-operation arrangements.

VI. Regional co-operation

131. Many speakers considered that the regional framework was particularly conducive to the development of co-operation, for communication was easier among neighbouring countries with deep-rooted cultural affinities and similar problems, and hence also co-ordination of their efforts to achieve a common objective. Co-operation of this kind was also considered as a way of affirming regional identity.

132. The Major Project in the Field of Education in Latin America and the Caribbean launched in 1981 provided in the view of the delegates from that region, a very constructive context for the development of horizontal co-operation among neighbouring countries. They therefore hoped that the Member States of that region would continue to assign high priority to national plans of action for the promotion of literacy training and adult education, would consolidate progress achieved in horizontal co-operation and pool their experience with other regions of the world. They also urged Unesco, especially through its Regional Office, to continue, and extend, its co-operation with the States of the region, strengthening regional co-ordinating bodies and fostering exchanges with other regions of the world and with institutions involved in different aspects of adult education (research, aid, etc.).

133. Other delegates referred to the activities of ALECSO and ARLO, its specialized literacy training body, in the Arab States. Through regional co-operation, the Arab States were able to accomplish tasks together that some of them would not have been able to carry out alone, in particular the training of personnel and the production of certain teachning aids. The establishment of an Arab Literacy Fund was mentioned as an example of this collective action, and also the satellite broadcasting of programmes. Appreciation was expressed of the role of Unesco's Regional Office for Education and it was hoped that co-operation would be continued.

134. Some speakers expressed appreciation of Unesco-sponsored regional co-operation activities in Asia, such as those carried out under APEID or the Regional Co-operative Programme in Higher Education for Development in Asia and the Pacific and the post-literacy activities undertaken by ACCU with the assistance of the Member States and of Unesco. They hoped that greater importance would be attached to regional co-operation activities in that field in the Organization's programme and budget.

135. Several delegates noted the desirability of continued co-operation between Unesco and ASFEC and CREFAL with a view to training personnel for positions of responsibility in the areas of literacy work and adult education in the Arab States and in Latin America and the Caribbean. In the same context, other speakers expressed the hope that activities undertaken with Unesco's assistance under the Regional Programme for the Eradication of Illiteracy in Africa be intensified in the future.

136. On a smaller scale, an example of cross-broader co-operation was described by one speaker as a way of optimizing efforts on behalf of groups of people with similar characteristics but of different nationalities.

VII. Strengthening of the capacity of Member States to plan and manage adult education activities

137. As preliminary to any adult education planning effort, it seemed essential to several delegates that the legal framework for the corresponding activities should be identified at the national level, and, in this regard, an expert opinion could no doubt be useful.

138. Anxious to make the best possible use of available resources and aware of the fact that the better prepared the project and the clearer the framework within which it was set the easier it would be to obtain assistance for it, many speakers also considered that the expert appraisal that could be provided through international co-operation and, more particularly, Unesco, would be helpful in strengthening the capacity of certain Member States to direct adult education in accordance with intersectoral development objectives, and to plan, programme and manage its activities within the context of lifelong education.

139. Several speakers held the view that research should be undertaken on the planning, management and evaluation

techniques to be used, bearing in mind the specificity of adult education, which met the wide range of needs of the various target groups in a variety of ways. Certain speakers regarded this as essential in order to achieve the optimum combination of human, financial and material resources, as these always fell far short of what was required.

VIII. Co-ordinated co-operation and mobilization of resources

140. Many delegates felt that the host of bodies likely to be involved in co-operation in the field of adult education - specialized United Nations agencies as well as various intergovernmental, governmental and non-governmental organizations and bodies - made the co-ordination of efforts at the international, regional and national levels a pre-condition for more rational measures which would make it possible to improve the quality and impact of adult education.

141. Several delegates made clear, in this context, the central role that Unesco was called upon to play in the co-ordination of assistance from different multilateral sources and in the mobilization of human, technical and financial resources for adult education from such sources. For many, this co-ordination should preferably be effected in a decentralized way - through the regional offices which were more familiar with the situation in the countries of their regions and with their real needs.

142. The mobilization of resources would, according to one speaker, be particularly useful for the provision of equipment and expendable materials which many countries could afford to buy abroad, and the lack or shortage of which was an obstacle to the development of educational activities.

143. Given the scale of the needs to be met, one delegate suggested making an appeal to countries with resources and to the multilateral and bilateral co-operation organizations concerned. Another proposed the establishment of an International Literacy Fund which could collect contributions from all sources.

144. As a corollary to its co-ordination tasks, the Conference mentioned the support which Unesco should offer international and regional non-governmental organizations active in the field of adult education, to help them to act in concert and to place the extensive intellectual resources that they had to offer at the disposal of Member States.

PART II

REPORTS OF THE COMMISSIONS

REPORT OF COMMISSION I

145. Commission I held six sessions. At the first of these, it elected as its Chairman, Professor Luis Contreras (Venezuela), in accordance with the recommendation of the consultation among the heads of delegations. At the beginning of the second session of the Commission, the Chairman welcomed the distinguished delegates and observers and proposed, again in accordance with the suggestions of the heads of delegations, the election of the following persons as Vice-Chairmen and Rapporteur:

Ms Kaisa Savolainen (Finland)
Vice-Chairman

Mr Ivan Vitanyi (Hungary)
Vice-Chairman

Mr Fernando Rosenzweig (Mexico)
Vice-Chairman

Mr Kazufusa Morooka (Japan)
(Vice-Chairman)

Miss Ghada Al Jabi (Syria)
(Vice-Chairman)

Mr Adame Berthé (Republic of Mali)
(Rapporteur)

These officers were elected unanimously.

146. The Chairman then reminded the Commission that its work consisted of the discussion on item 8 of the agenda, 'The Contribution which Adult Education can make to the Development of Active Participation in Economic, Social and Cultural Life and to the Solution of some of the Major Problems of the Contemporary World'. He also pointed out that to examine this item, the Commission had available the following documents:

ED-85/CONF.210/3 'The Development of Adult Education: Aspects and Trends'. Chapter III of this document was concerned with item 8 of the agenda.

ED-85/CONF.210/4 'Adult Education since the Third International Conference on Adult Education'.

ED-85/CONF.210/5 'The Annotated Agenda'.

The Chairman presented the questions in the Annotated Agenda which had been prepared for consideration by the Commission.

147. Delegates from 51 Member States took part in the debate, as well as observers from one non-Member State, from one intergovernmental organization and from nine international non-governmental organizations.

148. Since the Tokyo Conference (1972) and particularly since the adoption of the Recommendation on the Development of Adult Education (Nairobi, 1976) adult education has undergone rapid expansion, both quantitatively and qualitatively. In this respect, the increasingly important role played by the non-governmental organizations and associations active in this field should be emphasized. Many Member States have enacted specific legislation to institutionalize adult education and to strengthen co-operation between the public authorities and the associations representing the various social and economic partners involved. Over the past decade, educational action has been diversified in order to accommodate more effectively the needs and aspirations of individuals and the challenges of the contemporary world. Several speakers stressed that adult education constituted a fundamental right and that it had now become an essential component of education systems. It makes it possible to realize the hope of people in all social categories to participate actively in the economic, social, political and cultural life of every nation. Its scope encompasses all aspects of humanity and relations with the physical and social environment.

Role and objectives of adult education

149. Adult education has the twofold objective of achieving individual self-fulfilment and encouraging the individual to participate in socio-economic and cultural development. According to one speaker, four main functions, which vary in importance and in their respective roles from one country and one historical period to another, may be attributed to adult education: literacy and the grasp of basic languages, the reduction of inequalities due to imperfections in

the education system, further vocational training and retraining, and the development of creativity and participation in cultural and political activities. One speaker proposed that a distinction be drawn between the various forms of adult education in some countries, where it formed a continuum with school education, and its forms in other contexts, where it was an educational alternative for those who had not had access to formal schooling.

150. Many speakers shared the view that priority should be given to activities intended to prepare adults for participation in socio-economic and cultural development, and more particularly to vocational training, without, however, underestimating the contribution of adult education to peace and international understanding, which are necessary conditions for economic and social development. Ignorance acts as a brake on economic and social development and is an obstacle to active participation by citizens in the production of goods and the management of community affairs. Today, at a time of rapid technological advances and widespread economic changes in many regions of the world - factors which in many countries have altered the structure and characteristics of employment - adult education should enable people to improve their skills, achieve greater mobility and qualify for new types of employment. Some speakers considered that adult education should aim for productivity and short-term results in the industrial, agricultural and administrative sectors and should enable all members of the national community to become efficient producers, capable of using new tools.

151. In many Member States, rural development is still a top priority. The training activities that accompany the establishment of development projects are therefore designed to prepare the local population psychologically to face the expected changes and the new responsibilities which they entail. The improvement of living conditions in rural areas is also an important objective. Palpable achievements have been recorded in the field of health education, particularly in the prevention of certain endemic diseases and the reduction of infant mortality.

152. However, adult education must not be confined solely to activities of an occupational and economic nature. The development of individual autonomy and collective self-sufficiency calls for the development of the critical faculties and a sense of civic responsibility which are guarantees of a democratic dialogue as a connecting link between public authorities and citizens. Many speakers emphasized the major contribution that education could make to the preservation of peace, and to disarmament, international understanding and respect for human rights. One speaker welcomed the fact that those objectives appeared in Unesco's Medium-Term Plan, in which Major Programme XIII 'Peace, international understanding, human rights and the rights of peoples' contained a whole subprogramme devoted to 'Extension of action to out-of-school education and adult education' (subprogramme XIII.3.3).

153. One speaker expressed concern about certain trends now emerging in adult education policies, and felt that there was a danger of adult education's being confined to economic goals and dictated by industrial needs, whereas it should be multidimensional and polyvalent. It constituted a productive social investment in a society based on knowledge, and should not be regarded as expenditure on which States could cut down in the event of an economic crisis.

Priority groups

154. While adult education caters for all social categories and enables members of the working population as a whole to adapt to continual changes in knowledge and know-how and to improve the conditions in which they live by enhancing their grasp of everyday reality, certain groups nevertheless deserve particular attention; special measures are necessary to encourage their full participation in adult education activities.

155. Most participants stressed the importance of women's education in promoting the full equality of women with men. Many women's organizations are pursuing the goal of all-round education for women that will foster their personal development in the intellectual, social, economic, civic, moral, and spiritual spheres. With regard to literacy work and rural development, one speaker said that education programmes should make women aware of their own needs and enable them to acquire the requisite knowledge directly: the ability not only to count, read, write and produce goods, but also to organize a co-operative and ensure its survival, by which means they would be able to play a full part in economic life. Women's education also took the form of making provision for women wishing to train in a craft, those whishing to return to work or those wanting to resume secondary or higher education. Another speaker drew attention to the adverse impact of new technologies on office employment for women and called for a special effort to increase the number of places for women on computer-training courses. One speaker mentioned the establishment of day nurseries as a measure that helped women to participate in educational activities. Another speaker highlighted the role of women's organizations in providing training for positions of leadership and responsibility. Adult education should enable women to share to the full in local, national and international life.

156. Population groups deserving priority treatment that were mentioned

by many speakers included young people, particularly young adults, who had left school early without being able to find employment, the inhabitants of urban fringe areas, the socially isolated and the poorest sectors of the population.

157. Renewed emphasis was placed on the education of disabled persons. Several speakers told of the action taken in their countries to promote the integration of disabled persons in social, cultural and economic life.

158. Several speakers emphasized the prominent place occupied in adult education today - both as teachers and as learners - by the elderly and those who have reached the end of their working life but who still have enough energy to devote themselves to socially useful tasks.

159. Given the wide range of potential learners and the diversity of needs, what was required in one speaker's view, was a policy of openness so that facilities and resources could be dovetailed and activities promoted that spanned different generations, rather than a policy of making separate provision for each particular group in the fields of training, health and leisure and thereby necessitating larger numbers of specialized professional staff.

Programmes

160. Since the content of adult education should meet specific needs, the value of content to the user therefore needed to be examined carefully in each case. Society should offer adults tailor-made programmes covering the widest possible range of subjects and taking account of adults' existing knowledge and experience. In drawing up programmes it would be desirable to apply criteria of selectivity and progressivity and to adopt the training module approach.

161. Many speakers referred to the variety of training programmes provided in their countries to meet the basic needs of each society. In the developing countries, and also in the industrialized countries, literacy training, particularly functional literacy training, continues to play a leading role. Many programmes are concerned with agricultural and co-operative training, nutrition, health education, hygiene and the preservation of traditional crafts. Several speakers wished to see educational projects helping to reduce uncertainties concerning food and to combat famine, particularly in Africa. Programmes relating to the quality of life, the protection of nature, the campaign against the population of the environment, population education, the prevention of alcohol and tobacco abuse and sports education have also been developed. One speaker wished to see material relating to the problems of work included in all training programmes.

162. The participants attached importance to programmes providing vocational training and further training for adults as a way both of raising the level of the individual's qualifications and of facilitating occupational mobility with the aim of combating unemployment. These programmes are often geared to employment and give considerable attention to providing an introduction to technology. One speaker wondered whether sufficient emphasis was placed in professional training on professional ethics.

163. Particular stress was placed on the need for training activities to pay substantial attention to technological and scientific popularization work, particularly to communication languages and information processing. Several speakers stressed the importance of a generalized introduction to computer science - needed to avert the risk of a new form of illiteracy - and of education specifically geared to combating the passive consumption of the messages transmitted by the media. One speaker advocated a 'total language' training, combining written and audio-visual expression.

164. In view of the progress of technology, several speakers wished to see programmes incorporating education on the peaceful uses of nuclear energy and space.

165. Population growth also presents education with new challenges: the adults of today therefore need to be educated to share resources and space, to welcome foreigners and migrants and, in view of the advance of urbanization, 'to learn to live in the city or to remain countryfolk'.

166. In many Member States, the educational activities provided for adults also contribute to training in citizenship. One speaker mentioned national security as one of the subjects common to all adult education programmes in his country. Several speakers emphasized that the various educational, cultural and sporting activities help to provide young people with a moral framework. One speaker expressed the hope that human rights and duties would be the subject of a wide information campaign so that they might be brought to the attention of all. Other speakers stressed the need to integrate ethical, moral and spiritual values in all adult training programmes.

Methods and resources for adult education

167. The principle of participation is central to adult education and is the basis for any methodological approach to it. It is essential for learners to take part in devising programmes and planning activities and to accept responsibilities in their own training. They will be further motivated by the fact that they will progress from pupil status to group member status, from a position of dependence to one of autonomy. Reference was made to the value of the various forms of interactive learning, and of drawing on the experience of

various members of a group, especially its older members. One speaker stressed that to motivate learners it was important to use positive language, with emphasis on the mastery of knowledge and skills rather than on the elimination of ignorance.

168. It is not enough to provide motivation: this must also be sustained. Here appropriate, flexibly-designed programmes, attractive materials and a positive attitude on the part of instructors play a decisive role. Other measures that might stimulate and sustain learner motivation were also mentioned, including free-ranging discussion of problems with learners, unconditional commitment on the part of leaders and supervisors, and the provision of objective information about local, national and international affairs.

169. The importance of educational leave for workers was stressed by several speakers as a concrete contribution to lifelong learning in the framework of rapid technological and social change.

170. One speaker retraced the history of the development of adult education, showing how it had moved only with difficulty away from the school-based model towards a distinctive approach, known as andragogy, drawing on knowledge acquired in educational psychology and sociology. This new approach presupposes that instructors must be specially trained in group leadership.

171. Several speakers were in favour of strengthening Unesco's activities for the training of adult educators, including both voluntary and professional staff. One speaker expressed the wish that persons giving courses in computer technology for adults be trained in group leadership. Another speaker requested that, in teacher education institutions, pupil teachers be given elementary instruction in the techniques of literacy training and adult education, so as to make them more versatile. One speaker thought that teachers should be given further training in environmental education.

172. Resources and materials play a large part in adult education. One speaker mentioned the irreplaceable contribution made in this respect by the 'houses of the people' in his country. Several speakers were in favour of making wide use of all the educational resources available locally and in the community. Print materials continue to be in the forefront of training activities, especially where post-literacy work is concerned. One speaker mentioned the importance of materials in the mother tongue, while it was also useful to have materials in the national languages.

173. A large number of speakers referred to modern educational technologies and to the use of radio, television and sound and video recordings, whereby the constraints of time and space could be overcome. Audio-visual technology can undoubtedly enhance learner motivation and the learning process; it must not, however, be a substitute for the human relationship, which provides indispensable assistance at the elementary stages of training. Several speakers drew attention to the potential uses of the various forms of distance teaching, particularly for training instructors or agricultural workers, or for popularizing science and technology. One speaker referred to the developing countries' difficulties in making use of radio and television on a systematic basis because of the high cost of receiving sets; in his view, the rural cinema and press should not be neglected. Another speaker recommended a critical approach to the new technologies, for in many cases the use of simpler, traditional techniques was more in keeping with the educational needs of groups of adults.

Forms of organization of adult education

174. If specific educational services are to be made available to adults on a regular basis and not in a haphazard or marginal fashion, it is important that there be complementarity between public and non-governmental bodies. As several speakers pointed out, informal adult education has always existed, in particular within groups formed spontaneously at neighbourhood level; the development of formal structures must therefore not be allowed to hamper these informal activities. The work of associations and community life played, in the opinion of many speakers, an irreplaceable role as a driving force in adult education within the framework of a complex network of relations with the various parties involved, in particular the authorities, trade unions and professional and social organizations. The variety and diversity of specialized and community associations, which open up new horizons in the most diverse fields - professional, scientific, educational, cultural, sporting and civic - and are open to all sectors of the public, make it possible to provide an appropriate flexible response, adapted to the different needs, in terms of knowledge, training and creativity, expressed by adults. Associations are often grouped together in federations that watch over the consistency and efficiency of their activities and are a place for learning about democratic life. The important role of labour and professional unions in the development of adult education was recognized and one speaker recalled that international workers' organizations had called for the participation of workers' representatives and for the establishment and management of adult education activities. Co-operation between non-governmental organizations and official bodies should be developed with Unesco's support.

175. The authorities have an important role to play in promoting adult education activities, firstly in

respect of the orientation of these activities and the definition of an overall contest of lifelong education that would make adult education part and parcel of community development and ensure horizontal and vertical linkages with other forms of education; and, secondly, through the encouragement, i.a., by means of financial incentives, of the development of these activities. However, according to one speaker, there should be no monopoly in that field, and the role of the authorities was to guarantee freedom for all groups and individuals to organize adult education and to prevent financial obstacles from hampering the participation of adults from less advantaged backgrounds in educational activities.

176. One speaker referred to the case of his country, where integrated regional programmes linking up, at local level, the various services concerned with adult education and making it possible to optimize resources had been successful established. Certain speakers stressed the need, in their countries, for a central body capable of co-ordinating and directing activities as a whole and of carrying out real planning to facilitate their implementation and evaluation. Other speakers underlined the advantages of micro-planning and decentralization, which gave responsibility and initiative to local authorities and associations. All speakers, however, were as one in recognizing the need for better co-ordination of all activities, be they undertaken by the public sector, by the private sector or by associations. In this respect, one speaker described an extensive consultation launched by the authorities in his country at the national, regional and local levels, involving the ministerial departments concerned, professional associations, non-governmental organizations, trade unions, enterprises and all interested social groups to draw up a 'White Paper on Adult Education'.

International co-operation

177. Several speakers advocated the improvement and strengthening of international co-operation in the field of adult education: Unesco's role was to ensure a balanced representation of the different political and ideological approaches and scientific theories in the field with a view to enhancing the role of adult education and its contribution to solving the major problems of the contemporary world. Other speakers called for a strengthening of exchanges of information among Member States, special attention being given to themes such as the education of women, the role of associations and their activities in promoting adult education, the respective duties of voluntary workers and professional teachers in adult education, the economic and social impact of vocational retraining and the importance of study leave in promoting adult education.

178. With regard to Unesco's activities, it was suggested by several speakers that provision might be made in its future programmes for international conferences, meetings of experts and scientific symposia on developing the role of adult education in preparing populations to help solve the major problems of the contemporary world, particularly the prevention of nuclear war. One speaker suggested that in 1986 the Organization launch an educational plan for international understanding and peace to highlight the contribution of adult education to the International Year of Peace.

179. Several speakers were in favour of reinforcing regional and international co-operation in adult education under Unesco's auspices, particularly in teacher training, and pooling of experience and expertise, the organization of study trips and the dissemination of research findings. The importance of research was repeatedly stressed, especially in the field of adult psychology. One speaker requested that Unesco should facilitate co-operation between the research institutes of the developed countries and those of the developing countries in the field of adult education.

180. One speaker suggested that the Secretariat launch an appeal to the international community to extend aid and assistance to displaced populations in Africa with a view to reintegrating them into their new environment.

181. The discussions brought to light the changes that had occurred in adult education at world level. Some participants drew attention to the fact that adult education was not evolving in the direction of a single universal model and that procedures and practices varied sharply according to the social, economic, cultural and political context. Exchanges at the international level suggested certain general trends; in this connection, mention was made of the need to promote active participation by men and women in the control of their individual and collective destinies, the increasingly important role of associations and the implications of scientific and technological progress for the content and organization of training programmes. The importance of adult education in the struggle against prejudice, intolerance and racism, and in promoting international understanding, co-operation and peace, respect for human rights and fundamental freedoms and the development of a climate of opinion favourable to the strengthening of security and disarmament were stressed by many participants.

182. One speaker proposed that the Organization's future Medium-Term Plan should contain only one major programme on education, to be entitled 'Lifelong education'. Based on a global analysis of the problems and needs of education, this major programme could be implemented through major multidisciplinary projects designed in a context of education for international understanding.

REPORT OF COMMISSION II

Introduction

183. At its first meeting on 19 March 1985, The Honourable Mr. Nissanka Wijeyeratne (Minister of Justice, Sri Lanka) was elected Chairman of Commission II. At its second meeting on 21 March 1985 the Commission elected as Vice-Chairmen: Mr. H. Oppermann (Vice Minister for Professional Education, German Democratic Republic); Mr. Orestes Martinez Oramas (Director of Adult Education, Cuba); H.E. Khuntlong Poopiewduan (Deputy Minister of Education, Thailand); Dr. Abdelfattah A. Galal (Egypt); and Alhaji Aliyu Mohammed (Nigeria). Dr. Chris Duke (Director of the Centre for Continuing Education, Australian National University) was elected Rapporteur.

184. In its seven working sessions the Commission dealt with items 9a, 9b, 9c, 9d of the agenda. In its discussion of these items the Commission considered Chapters IV, V, and VI of the main working document, The Development of Adult Education: Aspects and Trends (UNESCO ED-85/CONF.210/3). It also had before it the reference document Adult Education since the Third International Conference on Adult Education (Tokyo, 1972): Round-up of Replies to the Survey carried out by Unesco among National Commissions with a view to Gathering Information on the Development of Adult Education (UNESCO ED-85/CONF.210/4) and the Annotated Provisional Agenda (UNESCO ED-85. CONF.210/5).

185. Delegates of a total of fifty-seven Member States contributed to the discussions of Commission II, together with observers of one non-Member State, two intergovernmental and nine non-governmental organizations.

186. Several speakers, as in the plenary sessions, stressed the timeliness and potential historic importance of this Conference, and more especially of this Commission, with its practical and technical emphasis. Many speakers called attention to the harder, less optimistic, times experienced since the previous Conference in 1972: 'the world is in some respects moving backwards', as one speaker expressed it. While representatives from developing countries stressed the particularly severe effects of economic recession on their plans and activities, many speakers from other countries also referred to economic difficulties and to the consequent greater constraint on adult education expenditure, as well as on development more broadly. Many delegates alluded to major structural changes in the economy and society and to the major impact on society and adult education of rapid technological change, often accompanied by loss of employment, with a consequent need for retraining and for the acquisition of 'new forms of literacy', especially 'computer literacy'. Others referred to specific needs generated by drought, environmental degradation, migration of peoples, etc. Several mentioned explicitly a decade or so of 'lost years' through political turmoil, and the resulting urgent need for harnessing the forces of adult education to reconstruction and development. One speaker, echoing this spirit of turbulence and urgency, called for visionary, and in the educational sense revolutionary, changes to which the work of this Commission might contribute.

187. These high expectations of this meeting were further enhanced, for some delegates, by a dual sense of the need for international co-operation and mutual support and of the healthy differences between countries and sub-regions. While the background documentation for the Conference was highly praised, there was also a view that in the quest for trends and patterns, some of the richness and diversity of Member State, and also the respective sub-regional, experiences had been lost: two speakers suggested that the result was a degree of neutrality and loss of colour in the documentation. Also, in view of the difficulties encountered by adult education in many places, one speaker suggested that some articulation of barriers and obstacles to development would help to focus energies and directions for the next decade. Lack of finance, of trained personnel, and of educational materials were not,he suggested, necessarily such serious obstacles as traditional resistance to new learning and changing life patterns; resistance to changing roles of men and women in education; and resistance to allowing adults a more active role in their own learning and development.

188. On the other hand, the work of Unesco in supporting international and especially regional and subregional exchange of experience and materials attracted warm praise, together with pleas that such support should be continued and extended. Several speakers also stressed the particular value accruing from such exchanges where there were linguistic, cultural and other affinities. One delegate called attention in particular to the creation and work of the International Council for Adult Education as a significant development since the Tokyo Conference of 1972, and some other speakers also called attention to the good work of this and various of the regional adult education NGO's.

189. Progress since 1972 might be discerned by the extent to which some values and priorities appeared now to be accepted and agreed upon by speakers, rather than any longer to require formal restatement. Thus the priority to be accorded to women and to various disadvantaged minorities was implied in many contributions, rather than attracting sustained comment as if it still needed to be established; the debate was focussed, rather, on technical means of attaining agreed purposes. Likewise the

concept of lifelong education, and the right to learn, to education as a fundamental human right, was accepted without question rather than having to be argued in detail. More explicit was the acceptance, since the Tokyo Conference, of adult education as an essential tool for both economic and social development. Many delegates indeed stressed the importance of all-round development, including cultural, leisure-oriented and civic issues, environmental and health concerns and responsible citizenship, as important objectives alongside occupational training and retraining for economic development: one speaker, for instance, called especially for attention to the kinds of adult education which have no financial reward or obvious material pay-off.

190. Much time was devoted to discussion and analysis of the potential of the new information and communication technologies for promoting more economical, accessible and diversified forms of adult education; but it was recognized that there was no easy panacea. Likewise, analysis of planning and co-ordination, while seeking radical new forms of organization and especially of partnership between government, non-governmental organizations and local communities, also recognized that there might be no easy answers. In sum, much of the work of the Commission was characterized both by a commitment to maximum diversity to meet different individual and group learning needs, and by a strong sense of urgency and an equally strong concern for practicality and for moving from rhetoric to realisation.

191. The many purposes of adult education were illustrated by the multitude of educational services and activities to which different speakers referred: evening classes, correspondence courses and distance teaching; initial and continuous vocational training programmes both in educational establishments and in situ; individualized teaching and teaching with professional groups; a range of courses using audio-visual materials, radio, TV, computer-assisted learning; literacy courses and functional literacy; as well as traditional activities adapted to the needs of adults - lectures, seminars, discussion groups, visits to exhibitions and many others.

192. Participants linked the diversity of educational services to the diversity of areas of educational needs - covering general, vocational, technical, social, cultural, health, environmental, developmental and leisure education - and hence to different content areas as well. This inevitably implied enlarging the structures, institutions and organizational patterns of adult education, among which were mentioned schools for adults, open universities, adult 'branches' of conventional establishments, and adaptation of classical educational services in the latter. Also included were clubs, educational workshops and extensions of educational establishments to businesses, exhibitions, planetaria, gardens, TV clubs and schools, multifunctional centres, community centres and many more.

Renewal of methods, use of new means and techniques, information and guidance, research and documentation

Renewal of methods

193. Many of the delegates and representatives of NGO's spoke specifically on methods of adult education, mostly with a view to advocating their renewal, particularly in view of the fact that adults should be educated as adults, and not as children. Some speakers strongly insisted that adult education should be grounded on a scientific basis. Without theoretical underpinning, it was said, no scientific practice of adult education is possible, and a few speakers expressed the view that since 1960 there has been little progress in this direction. A few participants however held an opposite view, saying that adult education should avoid the risk of methodological rigidity. One participant called on the Conference to take a categorical stand and wholeheartedly adopt the andragogical model, a position supported by several other speakers.

194. A number of speakers underlined the importance of self-directed approaches in learning, and of increased participation of adult learners in selecting the appropriate learning method. It was remarked that the objective is to encourage adult learning, participation, and self-determination, rather than to establish a parallel education system.

195. Many participants stressed the importance of using flexible methods which could be adapted to the socio-economic and cultural environment. Employing a range of methods (as well as diverse content) would increase the learner's possibilities of adaptation and overcome the problems of excessive specialization. Such adaptation was thought to contribute more effectively to a mastery of the problems of daily life.

196. Several speakers observed that the greater maturity of the adult learners compared with the school students permitted them to acquire knowledge in a shorter time. Examples were given of this reduced time-scale for mature and motivated adults. Additional motivation could facilitate the self-management of learning activity. It was also considered that self-managed learning tends to be conducive to a greater sense of responsibility in other aspects of life.

197. Several participants pointed out that adult education increasingly commonly uses methods of individualized learning, although it was observed that fully personalized programmes are difficult to devise. These methods, together with modern media, permit accelerated learning, and facilitate

personally selected programmes and learning in places other than the classroom. One speaker mentioned, however, the problem of loneliness and lack of social interaction which the isolated learner could face. Materials and systems would therefore have to be so designed as to reduce this problem. It was pointed out that individual learning depends to a great degree on stimulation of cognitive activities and on mastering methods of self-education.

198. Some speakers pointed out that adult education favours an inter-disciplinary approach to teaching, and several argued specifically for developing integrated models that offer general knowledge as well as technical, vocational skills. Such integration and balancing of general, civic and cultural objectives with the technical and vocational emerged as a significant underlying theme of the Commission.

199. With regard to diversification, some speakers identified new methods being developed which are specially suited to the needs of different groups, such as women, the elderly, and cultural minorities, as well as special programmes that correspond to different aptitudes and aspirations.

Use of new means and techniques

Materials

200. A common observation was that the diversification of methods went hand in hand with diversification of course materials, and that it was becoming increasingly possible to adapt methods as well as materials to the learner's situation. This diversified material ought ideally, in several participants' view, to be elaborated by an inter-disciplinary team. More generally, the need for a pluri-disciplinary approach in materials design was forcefully emphasized.

201. Various participants gave examples of successful diversified learning materials related to new social services and needs, to cultural matters and different aspects of everyday life, to health, civic education, etc.

202. Some other delegates held that a broad spectrum of course materials should be provided, and should be flexible and easy to adjust, so as to allow quick reaction to social changes and new demands. The rapidly changing needs in professional life in particular were found to require new vocational training methods and materials. Other examples were given of materials for literacy training or general education, but with a vocational specialisation.

203. Many speakers noted the advantage of programmes and courses being constructed in a modular form when possible, so that modules can be adjusted without requiring a complete revision of the whole programme. Also many speakers, especially from developing countries, underlined the need to develop teaching/learning aids from locally available sources.

204. Some speakers referred to integrated multimedia learning packages, where the different media are used according to their different specific functions. One participant stressed the need to pre-test teaching/learning materials in order to avoid malfunctioning and wastage.

205. Examples of subregional co-operation between institutions engaged in the development of educational materials were presented in very positive terms, and the need was expressed for more international co-operation and exchange of this kind.

Educational technology

206. Many speakers emphasised the role of the media in adult education, in particular the role of new information technologies such as interactive video, computer-assisted instruction (CAI) and other computer applications for educational purposes. The use of new technologies has tended to increase access to education, as well as access to knowledge (data banks), making it easier to diversify educational offerings and to individualize learning. They have also enhanced organizational effectiveness and effectiveness of learning. They permit the establishment of powerful data banks, which can be linked in networks.

207. The new technologies were however said to have some shortcomings. They tend to expand access to education only for those segments of the population which can use and afford the hardware; the degree of technical sophistication often outstrips their appropriate use; they are often not integrated into well-thought-out learning designs; and while they lend themselves to decentralized provision of learning opportunities, they also have very high investment costs and so seem to call for centralized development for the sake of making economies of scale.

208. Some speakers, from both developing and industrialized countries, advocated a cautious approach to these new technologies, arguing that the latest and most expensive technology was not always the best, most practical and most economic solution to an educational problem. Since new technologies in education were changing the nature of the educator's task, their role should be reassessed and redefined.

209. The value of mass media (radio and television) was emphasized by various speakers from both Member States and NGO's, both as means to convey instructional messages and as tools for motivation. Radio and television had proved their value as an important support to teaching and to learning. Furthermore, audio-visual media could contribute to developing the individual's capacities for communication, to development of the personality, and

to the development of creativity in leisure situations. There was therefore a need to educate individuals in the use of mass media.

210. Mass media, including local newspapers, were also held by several speakers to play an important role in promoting national languages, in particular in the framework of literacy campaigns, and in the efforts to prevent relapse into illiteracy. A few speakers suggested advantages in combining mass media and individual media into a system wherein each medium can contribute optimally according to its particular characteristics.

Structure and organizational patterns

211. Since various communication and information technologies had made it easier to provide access to education for the distant learner, new organizational patterns had to be found. Many participants spoke of the various types and levels of distance education: the open university, the open school, correspondence education, or combinations of traditional institutionalized teaching with learning at a distance using various media and supporting materials. These flexible modular combinations are designed to cater for specific educational needs, especially in the area of vocational training or retraining. Educational institutions have had to change correspondingly in order to cope with new tasks, such as providing extension courses and organizing correspondence courses.

212. One participant described the successful multifaceted lifelong education programme organized by the army in his country. In some countries the private, commercial sector had moved to meet new vocational learning needs on a considerable scale.

Adult education in, with and through work

213. 'Educating adults where they are', one speaker pointed out, indicates of necessity also a close relationship between education and the world of work. Because of the close link between adult education and the work and career interests of adults, several delegates stressed the necessity to use not only leisure time but also working time for vocational training, retraining and upgrading. Educational leave has rightly become a social achievement in many countries. Reference was made to many different specific forms and arrangements during the working day, week and year. Some Member States have achieved valuable results with the method of 'learning within the working process': work is consciously used as a basis and a factor of adult education, and the education is consequently highly practical and relevant to the workers. In addition, the participation of experienced workers as part-time teachers, and the use of the actual working tools and equipment in the educational process have proved to be efficient, in particular for vocational education. Often such equipment can only be afforded and is only available at the workplace. By such means adult education responds to demands of rapid technological and social change.

Traditional approaches

214. It was reported by several delegates that the need for close integration of education with everyday life, and for a more direct relation of teaching/learning to the adult learner's everyday environment, has also led to the revival or rehabilitation of traditional educational approaches, in both industrialized and developing countries. Both individual (each one teach one), team and group (community) responsibility for education, it was said, have proved efficient contributions to the overall effort of adult education, and are seen as being in line with aims such as: participation and community involvement; self-reliance, local autonomy and community development. A few delegates mentioned types of communication of a cultural character, such as folklore, amateur theatre groups, etc. as both vehicles of and stimuli to adult education in local communities.

Information, guidance, counselling

215. Many speakers urged the need significantly to extend and to improve the efficiency of adult education in the domain of information, guidance and counselling services as central rather than ancillary to the main work. Rapid social and economic change, and high unemployment, made this the more important. One reason was the inequality of actual, as distinct from legal, access in spite of a wide offer of adult educational programmes. Cadres are favoured over workers, men over women, and so on. Moreover, because the adult education system is very complex, several speakers suggested that responsibility should be shared by the State, decentralized bodies, associations, and industry. In many countries, trade unions play an important role. It was also held by a number of participants that this complexity calls for increased efforts to provide those concerned with precise information on educational opportunities and to counsel them as to which programmes are best suited to their knowledge, skills and aspirations.

216. Various means were outlined to this end: large networks of counsellors or counselling stations for youth, information centres, central and regional data banks with information on training offers. One participant mentioned the high costs of specially created counselling institutions, such that they had

now been abandoned in favour of linking into existing educational institutions. Another participant mentioned the individual approach through personal and telephone contact. The use of new information technology such as teletext and telematics, which is at and experimental stage in several countries, is already proving efficient. A number of speakers affirmed that professional associations of educators should be involved in this endeavour, but some felt that such traditional means as the press, newsletters, and thematic publications might also be used. It was generally agreed that these counselling and guidance services are essential to adult education, particularly in times of rapid social and occupational change. Some participants, especially from developing countries, also advocated intensification of international, regional or subregional dissemination and exchange of relevant information.

Research

217. Many participants referred explicitly to research activities on and for adult education. One participant pointed out the pressure on adult education to produce measurable and predictable outcomes, as in the domain of natural science. The researcher in the field of social science was then forced to adopt research strategies employing an artificially restricted perspective - a unidimensional analysis which suggested the notion of human systems in ideal states of equilibrium. By sustaining merely a unidimensional analysis, the complex human interactions which education encompasses are described in an isolated and abstracted way and often simplified to a point where what is asked and answered is trivial and of very limited use. With some exceptions, this has affected research in adult education. In order to grasp the complexity and interrelatedness of human systems, a different approach such as systemic thinking is required. One of the main tasks, she argued, was to develop a hierarchy of concepts in the adult education field which recognizes the systemic character of education. The speaker challenged scientists and educators to pursue the 'globalization of the mind'.

218. More longitudinal research was required, according to two speakers, instead of the 'snapshot' kind of investigation. Some participants called for comparative research in various domains of adult education. Among specific research subjects suggested were:

- practice-oriented research on adult education in the work process as well as in the field of cultural and leisure-time activities;
- establishing a scientific, theoretical basis of andragogy and continuing to develop theoretical models;
- the use of computers in adult education;
- computer-assisted self-learning methods.

219. The need to interconnect research in adult education with the training of adult educators was stressed. In addition, several participants made a plea to stress the development aspect of research and development, and to ensure that research findings were disseminated and put to practical use.

220. The lack of capacity in research institutions was mentioned as one of the bottlenecks in the endeavour to improve adult education. One participant described the practice of combining continuity and linearity of research at an established central research institute with fresh approaches in research projects sub-contracted to universities and private institutions over a limited period of time. Participants invited universities to devote more of their research effort to adult education, in co-operation with researchers from related scientific disciplines such as psychology, psychoanalysis, social anthropology, and linguistics, etc.

Documentation and exchange

221. Very many participants stressed the need for access to data and documentation through international exchange. As to the international sharing of results in research and experimentation, this could be done by interconnecting computerized data bases. Care must, however, be taken in the selection of high quality data input, since otherwise users could be overwhelmed by the undifferentiated mass of data. The greater capacities of modern data bases should be used to ensure enhanced selectivity of material banked and made available to the user. More work on storage and retrieval of adult education data is required in this connection.

222. The successful example of a recently launched subregional newsletter was cited by several participants, and international support was suggested for such ventures.

223. Although a substantial quantity of documentation dealing with various aspects of adult education is being generated, it was deplored by more than one speaker that the distribution system does not function satisfactorily. A further obstacle is the language barrier. National documentation centres should be enabled to undertake translations, and subregional or regional clearing houses for the collection and dissemination of educational materials were proposed. Some speakers suggested that Unesco should play a greater role in the collection and dissemination of information on adult education throughout the world.

The training and status of personnel

224. Distinctions were made in the contributions to the debate between different aspects of adult educators' work, and consequently of their training needs. Apart from the distinctions between teachers and administrators, and between full-time, part-time and voluntary teachers of adults, many delegates called attention to the differences in the task of the adult educator compared with the practice of many teachers of children. The view was expressed that the adult educator should be a facilitator, co-learner and co-interpreter of knowledge and experience rather than mainly a conduit of information; a resource, as one speaker expressed it, rather than an expert in a dominant-dominated relationship.

The need for and importance of training of adult education personnel

225. Many delegates stressed the importance of training of personnel as a key to enhancing the quality of adult education and for its multiplier effect. In many countries this was a major preoccupation. Many speakers ascribed importance both to the initial training of adult education personnel and to their continuing education, upgrading and updating. Some delegates made reference to years which, as far as their countries were concerned, had been lost through turmoil, and the greater urgency to train and engage adult educators for the work of development in consequence.

226. Recognizing that there was naturally great diversity in training of adult educators between Member States, many speakers considered that more co-operation and exchange of experience and approaches, especially at subregional levels where there were cultural and language affinities, could be of great value.

Different training options and strategies

227. Several delegates called attention to different institutional arrangements for the formal training and accreditation of personnel in their countries. One speaker described the spectrum of andragogical preparation in his country, ranging from a four-year bachelor's degree in andragogy to higher research degrees, with andragogy taught also as a component in the degree programmes of other relevant professions. While some countries offered degree programmes, others concentrated on training for professional certificates or diplomas, and yet others integrated elements of adult education training with regular teacher training in colleges of education. A distinction was also made between adult education as a basic professional qualification at undergraduate, diploma and graduate levels, and special courses designed for those who are already qualified in some other field. The view was expressed by one delegate that combining training in adult education with a normal discipline-based university education was advantageous in terms of employment for personnel in times of recession and high unemployment. Several speakers also placed importance upon interdisciplinary or pluridisciplinary approaches to training of personnel, as also to the solution of adult education problems.

228. Several diverse modes of training of personnel were emphasized, apart from pre-service full-time training. Some speakers stressed the value of a diversity of modes to meet different needs and situations, especially the local community milieu. Others suggested or described the use of correspondence courses for training adult educators, partly because of the large numbers and high costs of face-to-face instruction. One delegate mentioned that in his country a regular four-year diploma programme was available, also with the same qualification over five years part-time.

229. In-service arrangements were also widely reported, both for initial training and for periodic updating. Some countries had arrangements for paid educational leave to make the latter possible. In one case part-time updating was provided specifically for specialised cadres who were highly qualified in another technical field but had no formal training in adult education. In another case a sandwich model for preparing adult educators was described. The delegate from one Member State which was recovering from a protracted period of severe difficulties described how, despite the need to institute a university diploma course, rather than import curriculum and training materials from abroad, care was being taken to build up local knowledge of needs, and thence to prepare locally relevant teaching materials. This was being achieved by means of twenty-week intensive and work-related programmes. From this practical experience a diploma course was being constructed, to be made available in 1986.

230. Several delegates described other forms of support for training and upgrading of personnel. These included local or district institutes and resource centres. Some of these offered regular courses either in work or in leisure time. Several countries emphasized the link between such training and practical work in rural literacy or adult education. The crucial importance of such support to trained personnel was illustrated by examples of the small number of full-time to part-time personnel: approximately 1:20 in one industrialized country example. Some personnel enjoyed a right to paid leave for updating every five years; and in a number of countries there was support through professional associations, including associations for the teaching of particular subjects as well as through journals and other publications. None

the less, a number of speakers argued forcefully for regional and subregional co-operation especially where there are advantages of common language and cultural affinity, and for exchanges and resource centres specifically to provide or enhance training of personnel.

Respective roles of different adult education personnel

231. While many speakers insisted that a high priority be given to training of professional adult education personnel, some also drew attention to the importance of ancillary, paraprofessional educators and voluntary workers. Librarians, journalists, cadres, trade unionists and many others played significant roles as adult educators. It was stated that, in a sense, every adult was also an educator of others, and it was important not to undermine community-based and more traditional kinds of adult education in the course of improving the status and standards of paid workers. The relationships between professional and voluntary workers and between part-time and full-time professionals were deemed to be important. Some countries relied almost entirely on voluntary workers, and did not see these as inferior or second-grade personnel. Care should be taken not to overlook the contribution either of these or of the different kinds of 'para-professionals' in this field. Several speakers held that the 'professional/non-professional' dilemma required serious attention, in the sense that increasing professional standing and requirements might threaten the standing and contribution of unpaid workers. On the other hand, some speakers insisted on the need for a strong cadre of full-time workers, both to secure a good return on the investment in training of personnel and to provide professional support to part-time and voluntary personnel.

232. Another speaker emphasized the great richness and variety of professional and other experience which part-time adult educators with expertise in many different fields brought to adult education. Often their only adult education training was by voluntary organizations. It was important to enhance their work by better access to resources.

233. Professional workers in many fields - for instance doctors, engineers, computer programmers, social workers and agricultural advisers - had clear adult education functions as part of their work. It was important to take a broad view of adult education and not confine attention just to the specialists, since other kinds of workers had a great potential contribution to make. This implied a need for special training facilities and courses including forums to bring such people together, and diplomas specially designed to meet their adult educator needs.

234. One speaker, in describing lessons learned from his country's present mass literacy campaign, voiced a warning about the dangers of training personnel along very specific and rigid lines, leading them to believe there was only one correct method. The campaign had highlighted the importance of adaptability and responsiveness to the circumstances of different learners and groups: rather than lay down the one best way, 'sometimes, no method is the best method'. The importance of flexibility was underscored also by many other speakers. One speaker called for more use of flexible, modular in-service approaches by universities and other training institutes.

235. One intervention, after stressing the importance of training of trainers because of its multiplier effect, referred particularly to the connection with discovering how to identify motivation and thence to learn how to inspire educational activity. Adult educators needed to be fully attuned to the cultural milieu of the learners. Desirably they would gain concepts and confidence as locally anchored teachers, with training opportunities still firmly related to the different local circumstances. The same speaker also emphasized the importance of training for women, and the participation of women in all aspects of planning and providing training, on a basis of complete equality.

Training in developing countries

236. Two delegates representing African countries spoke forcefully about the need to expand training capabilities in developing countries generally. Large numbers of adult educators went abroad for training, usually to North America or Europe. In some universities in industrialized countries, as many as 80 per cent of students in some departments were from the Third World. Faculty in such departments, however dedicated and well-intentioned, lacked the knowledge to provide truly relevant and useful programmes; moreover, the cost of such overseas training was very high, and there was no prospect of meeting the need numerically through such arrangements. African adult education needed to develop a very highly qualified cadre to spearhead the training of adult educators within the region. Together with this there should be created national or subregional training and resource centres, where more relevant courses could be devised and taught. Possibly those teaching on such programmes in the North should frequently and for sustained periods of time, visit countries from which they draw their students and maintain professional contacts with adult education agencies in these countries, so that they are better equipped to teach students from these regions. A concerted effort by Member States, intergovernmental and

non-governmental organizations was called for.

237. A more general call was for the related issue of developing of locally relevant curriculum materials for the training of personnel for adult education and literacy generally.

Status of professional staff

238. The Commission referred a number of times to the specific problems of staff status and pay. Several speakers remarked with satisfaction that adult education personnel enjoyed the same formal status, salary and conditions as those working in the formal education system. Others saw a need in their countries to improve adult educators' conditions to compare with those of teachers and administrators in the formal system. Despite their critical contribution to development, adult educators were not accorded full professional status in many Member States. In some cases there were technical problems about the standing of paper qualifications within the government's system of pay and classification. One delegate from an industrialized country suffering from a high level of unemployment called attention to the difficulty of securing employment in present economic circumstances for young, newly qualified adult education personnel. One NGO speaker called for enhanced working conditions for adult education personnel generally.

Planning, finance, consultation and co-ordination

Adult education planning in a developmental context

239. Despite differences in the socio-economic, educational and cultural situation of the countries participating in the debates, there was a general tendency to view adult education within the framework of broader local, national and regional development. Planning for adult education was therefore, with varying arguments, set in a broader developmental context.

240. More than one delegate emphasized that his country's efforts to plan for adult education were carried out against a background of relatively recent internal turmoil; if adult education is to contribute to development, it has to be geared to the country's immediate development needs. Another speaker affirmed that adult education plans, to be relevant to socio-economic demands, should be integrated into overall development plans, and others reported that adult education is currently being given a high priority in their countries' development plans. Delegates further stressed that planning for adult education should be different from planning for formal education since adult education has to adapt particularly rapidly to different and fast-changing needs, and in more varied contexts and environments.

Adult education planning at national, regional and local level

241. The extent to which planning for adult education should be a national, regional, or local concern was discussed by several delegates. Decentralization of planning down to the district and local level was proposed by one delegate, and confirmed by others who argued that local initiatives in planning tend to be closer and more responsive to the real needs of adult learners. A representative of a non-governmental organization expressed the belief which was supported by more than one Member State delegate that planning and development of adult education should be based on appropriate legislation and policies.

242. Two delegates referred to the need for suitable systems of statistics for adult education, since data generally available are incomplete with respect to coverage and the types of data elements involved. One speaker noted that at the national as well as the international level, many different kinds of classifications, definitions and designations are used, thus preventing data from being comparable and limiting their use for planning purposes and for decision-making. In this respect a specialized system of data collection is required, especially because of the great diversity of programmes and providing agencies involved in adult education.

243. Another participant indicated that, given the variety of target populations and subject areas for government programmes of adult education, many ministries were involved in organizing such programmes, and their annual activity reports provided a basis for establishing statistics.

244. One delegate, referring to the work done by the Unesco Office of Statistics in the area of standardization and methodological questions concerning the collection of statistics on adult education, praised the Organization's achievements to date and called for continued action by Unesco so that one day a uniform system of data collection would be established worldwide.

Co-ordination of adult education activities

245. As to the present state of planning for adult education, great concern was expressed about the inadequate co-ordination not only between governmental and non-governmental agencies but also among governmental agencies themselves, who often initiate

adult education programmes without due co-ordination and interaction among themselves. Several delegates called for improvement and one speaker emphasized the need for more adequate and up-to-date information for purposes of educational planning.

246. A number of delegates spoke about the importance of co-ordination and consultation between governmental and non-governmental agencies with regard to planning for adult education. Some suggested that governmental and non-governmental agencies working in the field of adult education be brought into closer contact with one another, and more than one delegate specified this need in terms of a national co-ordinating body, a 'focus' organization to co-ordinate all activities in adult education, governmental and non-governmental alike, at national, regional and local level. It was insisted upon, however, that co-ordination should be designed so as not to have a centralizing, inhibiting effect on the rich diversity of local and non-governmental forms of provision.

Linkages between adult and formal education

247. Several speakers drew attention to the importance of reinforcing the links between adult education and formal education in one way or another, for instance in the context of literacy work and primary education. Others referred in more general terms to such linkages in the light of co-ordination of all educational activities, and the very widely supported and adopted philosophy and principles of lifelong education. One delegate particularly suggested closer ties between adult education and higher education, calling for a more active community service by the latter, and for more active government support for this. More generally, linkages were seen as offering oppportunities for enhanced use of the physical and human resources of the formal education system, and as creating many more bridges between non-formal and formal education for learners. In this connection several speakers referred to accreditation and equivalency programmes offering educational recognition to life and work experience. The increasing participation in both formal and non-formal adult education in many countries by different categories of workers was cited as evidence of strengthened links between adult and formal education. A few delegates stressed the fundamental contrast between formal primary education for children and the wider considerations of literacy, basic education, and social development for adults; some suggested that methods adopted in adult education could have a beneficial influence on teaching in schools.

Adult education and the world of work

248. The relationship between adult education and work was commented on by some delegates. Several references were made to recent experiences in providing technical and vocational education for adults, and to efforts to forecast future labour market demands. Other delegates spoke of the importance of adequate incentives for continuing learning opportunities for those already employed.

Adult education and leisure

249. Several speakers also underlined the importance of adult education in relation to leisure, and of the rational, active and creative utilization of leisure time. A role, and indeed a responsibility, was attributed to educational institutions in this respect. The view was expressed that educational institutions should co-operate with social and cultural organizations to make adults conscious of their physical, intellectual, and emotional potential and to encourage their cultural, civic, and moral development as well-rounded persons and citizens.

Flexibility in adult education

250. In relation to co-ordination of adult education activities, one delegate spoke about flexibility and argued that efforts should be made to maintain flexibility against threatening bureaucracy, since this was one of adult education's greatest qualities and assets. The importance of valuing, protecting and enhancing flexibility was echoed by speakers from several other countries.

Financing

251. The financing of adult education was dealt with by several delegates.

252. Delegates referred to different strategies for mobilizing and maximizing more resources for adult education, including the following:

- Participation of voluntary teachers and monitors, at little or no cost, though some found that this was becoming more and more difficult to achieve;
- Diversifying sources of finance through the involvement of various organizations directly or indirectly in charge of adult education and/or through fees paid by individuals. References were made to the direct and indirect contribution, in the form of study leave and special allowances by private and public enterprises which have a direct interest in upgrading and increasing the level of training of their workers. Mention was made also of the

contribution of individuals through self-financing educational activities.
The use of local government authorities and local communities as 'fund collectors' as well as active agents of adult education.
The potential for cost-saving, and hence mobilization of new resources for adult education, through exchange of educational materials and information at the subregional or regional level, and through production at low cost of local didactic materials;
In this respect, several delegates asked that Unesco act as a clearing house while others stressed the role of foreign aid and international action for developing resources for adult education.

253. Several speakers expressed the need to optimize the use of resources particularly by delegating implementation of the state budget to local authorities. One delegate said that budget decisions should be made as close as possible to where the learning takes place. A striking paradox seems to characterize the issue of financing according to one delegate: at the same time as resources for adult education are becoming ever scarcer and more difficult to mobilize, there is growing recognition of adult education as of vital importance for development and growing involvement in adult education of many departments of government that do not have education as their primary purpose. For another speaker the paradox in his country was that the agricultural sector, which represents about 75 per cent of national activity, receives very limited funds for adult training activities such as the training of cooperative leaders, while the urban sector receives far more funds, thanks to taxes levied on private companies to finance vocational training through the relevant governmental agency.

254. For some countries, the contribution of the regular education budget to adult education activities was said to be minimal; one delegate argued for not making the adult education budget a part of the overall education budget, since the latter is automatically contracting with demographic decline in the proportion of young people in the population. Other countries, on the other hand, underline the key role of the overall education budget in financing adult education activities .

255. For most speakers, it seemed to be clear that funds for adult education should be provided both within the framework of the overall education ministry budget and within the budgets of other functional ministries, and that budgeting should take account of the activities of all parties involved, including both governmental and non-governmental organizations. One speaker gave an example of the pay-off and spin-off of adult education activities which should be taken into account. It was also suggested that, in preparing the budget for adult education, special regard should be paid to the savings in alternative social costs which investment in adult education programmes could produce. The true net costs of adult education programmes which result when 'social costs foregone' are subtracted from ostensible gross costs may be quite small. This more sophisticated kind of social and economic accounting was becoming increasingly necessary if those responsible for public expenditure overall were to be convinced of the modest true cost and real value of expenditure on adult education.

New impetus to be given to adult literacy programmes and the co-ordination with efforts to make primary education generally available and to develop other educational sectors

256. A majority of speakers stressed the importance of literacy in their presentations to the Commission. Many of them insisted that literacy work should be a priority within adult education, one delegate citing illiteracy as the number one problem of developing countries and another terming the pursuit of literacy a fundamental objective of adult education. While adult education need not begin with literacy work, several speakers stressed its central importance. Literacy is a pre-requisite for many forms of adult education, including its most prevalent and flexible component, self-study.

257. The importance of literacy work among adults was seen in different, but related, perspectives. A representative of a non-governmental organization saw literacy programmes as the only form of educational activity open to many adults, who seemed to have no place in the formal education system. Literacy, he insisted, was a means of survival in a world beset by problems and challenges. In the view of other speakers, literacy was either a pre-requisite for development or, at least, a means for accelerating the development process and ensuring that its fruits were more equitably shared.

258. Many of the presentations recounted national experience in the struggle against illiteracy. For one delegate, the vanquishing of illiteracy was one of the major achievements of his State in the post-Second-World-War era. For most delegates from developing nations, victory over illiteracy was a goal for the future, but several speakers referred to specific plans and/or time-tables for achieving universal literacy.

259. The interrelationship between illiteracy and poverty was noted by several speakers. One observed that while illiteracy was but one of several causes of poverty, it represents one of the major obstacles to mobilizing the population to combat it. Literacy was seen as a means both for increasing individual competence and for improving the potential of a society to meet the demands of development.

Objectives and goals

260. Referring to the title of Agenda Item 9d, one delegate insisted that any new impetus to be given to literacy programmes should begin with a careful consideration of the purposes they are intended to serve. This, as other speakers noted, depended, in turn, upon the perceived nature of the problem of illiteracy. One observed that illiteracy may be better understood as a socio-economic phenomenon than as a lack of reading and writing skills, and other speakers likened the passage from illiteracy to literacy as a movement from an oral culture to a culture of the written word. Adult literacy, therefore, could not be achieved merely through the functional teaching of reading and writing; the process must be placed in a cultural context where new knowledge could co-exist with adult' traditional knowledge. Many speakers stressed that literacy must extend beyond the 'three r's'. Certain among them emphasized the role which literacy can play in mobilizing the masses for national development, in strengthening national unity, and in easing the strains of adjustment to the changes which the development process entails. Others insisted that literacy should not be narrowly functional, but should be designed to develop imagination and creativity, to enhance the critical capacity of the learner, and to broaden and sharpen his awareness of reality. One speaker noted that literacy should be not merely an initiation into reading the word, but also a training in reading and writing life - in perceiving and understanding socio-economic realities and acting to transform them. In view of the crucial importance of literacy in development, one delegate from a developing country appealed to the international community for solidarity and support in the struggle against illiteracy.

261. Another speaker observed that literacy courses were the only opportunity millions of people receive to pursue systematic instruction leading to further education. Many speakers desired the linkage between literacy and further education to be made an effective reality and not merely to be seen as a theoretical possibility. Several described post-literacy measures being taken in their country to achieve this end; one of them noted that his country was giving support to research and exchanges of information on post-literacy activities at the international level. In a number of these countries, those who successfully complete a literacy course can continue on to a primary-level instruction leading to a certificate - and onward to secondary education and beyond. Several speakers stressed the conception of literacy not as a discrete and marginal activity, but as a vital component in a system of lifelong education. One delegate cautioned that when literacy was offered without a close linkage to other adult education programmes, there was the danger that it would prove to be merely a technical skill, an instrumentality, and not, as is to be hoped and expected, a crucial step forward in the educational process.

Contents and methods

262. Programme content is of evident importance in achieving established goals and objectives. Many speakers emphasized the need for functional content. Certain of them suggested that the measure of functionality was the usefulness of the programme in meeting individual and community needs. Some defined functionality in terms of the subject-matter addressed: agriculture, health, co-operatives, etc. Others, while not objecting to such definitions, stressed the need to relate course content to recognized community problems such as, for example, the need to obtain safe drinking water, or to improve public hygiene, and to take full account of the constraints and possibilities of the environment. A number of speakers noted the need to relate literacy training to income-generating activites.

263. Other speakers cautioned that functionality should not be narrowly defined. The 'community' was not only the village, but the nation as a whole and, while it is appropriate to stress the needs of today, it would be dangerous to neglect preparing to confront the problems of tomorrow. Several speakers stressed that functionality should not imply a limitation of programmes to the vocational or, more generally, the economic, but should include all aspects of life, particularly the social and cultural. Indeed, several speakers insisted upon the need to return to authentic moral values rooted in the traditional culture. The inculcation of these values, they considered, should be a fundamental part of the programme content.

264. Concerning methods, a diversity of views was expressed. Several speakers referred to the need to make more extensive use of the mass media in literacy work, noting that while the initial costs were high, the reach and yield of modern media none the less made them cost-effective. By contrast, certain other speakers asserted that fuller use should be made of such traditional media as the popular theatre. A representative of a non-governmental organization noted that, to be effective, any method must take full account of the learner's situation, which is the logical point of departure in designing an instructional strategy. One delegate cautioned against assuming that the mind of the adult illiterate was a tabula rasa. Rather, it was emphasized, the instructor should search for 'hidden knowledge' upon which to build.

Motivation and participation

265. The issues of motivation and participation were mentioned by several speakers. One noted that the level of motivation was strongly influenced by the socio-economic context. Motivation for literacy was likely to be strong in situations where learners anticipate that they will be able to use and benefit from literacy skills. Another delegate spoke of global functionality in relationship to motivation. It was not, he considered, a single factor, but a constellation of social, economic and cultural influences which determines the level of motivation for literacy. Hence, the planning of literacy programmes should take into account the need to create a supportive environment through appropriate social, economic and cultural actions.

266. Several speakers discussed the relationship of course content and methodology to motivation. They stressed the importance of conducting learning activities in a place, manner and time which are suitable to the learner and of ensuring that participants perceive the relevance of course content to real life problems and needs. An observer cautioned that motivation derives from cultural values which are specific to given populations and can only be understood in relationship to a specific cultural context. Motivation was viewed as both a condition for and a consequence of participation. One speaker emphasized the need for learners to participate actively in the design, implementation and evaluation of literacy programmes in order to avoid what he termed 'arrogant domination' by programme sponsors and the disastrous consequences upon the motivation of learners which can be expected to ensue from it.

Need for a global approach in combating illiteracy

267. A number of speakers noted the importance of a global approach based upon universalization of primary education - termed 'preventive action' by one speaker - and development of adult literacy activities for the population in the active age-group, which was referred to as 'curative action', in combating the problem of illiteracy. In discussion of national experiences in implementing such policies, different opinions were expressed on the relative priority being accorded to the extension of primary education and to adult literacy programmes. Certain speakers emphasized that having extended primary education to all or most primary-school-age children, they were now actively developing literacy activities for adults. Other speakers insisted that adult literacy and primary education should enjoy equal status and be developed in a parallel manner. Yet another speaker, however, noted that because adult literacy teaching was part of the domain of adult education, it should be classified with it. Accordingly, he hoped that Unesco, recognizing that the illiterate or semi-literate adult nevertheless had adult status, would design an adult literacy programme that would be linked with adult education in the continuum of the educational process.

268. The meaning of and mechanisms for co-ordination of the two components of a dual approach were discussed in several presentations. One speaker stressed the importance of what he termed 'global planning' in achieving harmonization in the conception and implementation of policies relating to primary education and adult literacy. Others noted that co-ordination could be achieved through the training of educational personnel to teach both children and adults. In this respect, one speaker described the practice in his country in which training in adult literacy is a part of the curriculum in teacher training institutions and where correspondence courses play an important role in enabling teachers to offer instruction in post-literacy courses demanding knowledge of specialized fields. Delegates from many countries noted the important role which schoolteachers are playing in the supervision and conduct of adult literacy activities. Many references were also made to the economies being achieved by using the same facilities and infrastructures to support literacy programmes and primary education.

269. Delegates from several Member States made references to the Major Project in the field of education in Latin America and the Caribbean, the Regional Programme for the elimination of illiteracy in Africa, the Arab strategy for Adult education and the eradication of illiteracy, and the regional strategies developed or in the process of being developed in other regions. In view of the specificity of the situation and circumstances of each region, one speaker stressed the need for Unesco to emphasize diversified regional approaches which he considered would prove better adapted and more effective in promoting literacy. Several speakers called for stronger international support to regional projects and programmes, and to the training institutions which support them.

Illiteracy and functional illiteracy in industrialized countries

270. A number of speakers from industrialized countries referred to the 're-discovery' of illiteracy in their societies. One termed it a challenge to education in his country. This phenomenon - which was referred to by several terms - 'residual literacy', 'functional illiteracy', 'relapse into illiteracy', and 'the new illiteracy' - was reportedly quantitatively and qualitatively different from the mass illiteracy encountered in developing countries. It existed, however, on a sufficient scale

to be alarming and effectively limits the possibilities of those afflicted to exercise their right to education. One delegate held that in spite of initial productive enquiries much more research was needed to establish specific causes and factors contributing to this phenomenon, and so he called for research to identify the magnitude and nature of the problem. In one such country functional illiteracy is estimated at 4 per cent, with a further 10 per cent of the adult population also experiencing considerable difficulties. One speaker noted that low-level literacy skills often cause other educational deficits. Interestingly, it is not lack of public resources for education or even lack of schooling which is responsible. The illiterates, it was reported, have usually completed their compulsory schooling. Nor is it evident that the problem is of recent origin; it is apparently not illiteracy but public awareness of it in the industrialized countries which has increased. One speaker noted that the problem was called to public attention in his country in the mid-1970s when technological change and a tightening of the labour market eliminated many jobs for the unskilled and semi-skilled.

271. Several speakers stressed the need to give special attention to the illiterate, semi-literate and less qualified parts of the population in industrialized countries. One noted that in the absence of suitable programmes, these persons were doomed to become the first victims of technological change. The special needs of cultural and ethnic minorities and immigrants were also referred to by several speakers, one of whom stressed the need to provide education which was congruent with the learners' social and cultural values. Another described the functional character of programmes which have been developed in his country to teach the semi-literate, especially immigrants, to benefit from available social services and to cope with the complex institutions of an industrialized society. A delegate from a State with a large emigrant population emphasized the need to provide literacy in the mother-tongue for returning migrant workers and their families.

Target groups

272. Speakers from both developing and industrialized countries referred to target groups which they considered should be accorded priority. In certain countries, the target group consists of all adult illiterates and semi-literates; in other countries, of the productive age-group, which is variously defined. Many speakers referred to the higher illiteracy rates among women and the crucial role which women play as transmitters of cultural values, transmitting knowledge and attitudes from one generation to another. Several among them described programmes being designed for women in order to enable them better to fulfil their traditional roles or to prepare them to fill new roles in society. One delegate, citing the situation of school leavers, emphasized the need to provide post-literacy and vocational training which will enable them to enter the world of work. Speakers also described literacy programmes being planned or implemented to serve the special requirements or circumstances of ethnic, cultural or linguistic minorities, migrant workers and their families, refugees, displaced persons, and the handicapped.

273. Numerous references were made to the role of language in literacy and, in particular, to the accepted view that literacy instruction in the mother-tongue was desirable wherever feasible. Two speakers cited the need for linguistic research to develop mother-tongues as media for literacy, and to produce effective instructional and follow-up materials in national languages. Another delegate stressed the importance of respecting the linguistic codes of adults in developing literacy materials.

Mobilization and organization

274. There was much discussion in the Commission of resources for the promotion of literacy. Several speakers noted that appropriate legislation and legal measures could provide a framework which would facilitate resource mobilization and guide the participation of public authorities and private agencies in literacy campaigns. Mention was made of specific measures introduced in a number of Member States. Many speakers emphasized that literacy cannot be the exclusive concern of a single ministry or agency or, indeed, of governments alone, but must mobilize the resources and energies of all elements of society: mass organizations, labour unions, professional associations, youth organizations and community groups among others. One speaker considered that public authorities have an obligation to provide technical guidance and material support to literacy programmes, but should encourage sponsorship of and participation in literacy work by economic, social and cultural organizations.

275. Many examples of co-operation between public authorities and non-governmental organizations were noted in the discussion. Considering the dimensions of the problem of illiteracy in many developing countries, one speaker noted the need to identify inputs which can have a multiplier effect and to concentrate resources on these. He cited training and, more particularly, training of trainers as a highly cost-effective input. Several speakers referred to the use of volunteers in literacy work, but others cautioned that volunteers have to be supported by trained professionals or the quality of the programmes offered might suffer. Several references were made to the use of youth as teachers, and one to the

important role which the elderly can play in literacy programmes.

276. Several speakers referred to the possibility of making fuller use of local talent and resources. One observed that resource constraints need not present an insuperable obstacle to the achievement of universal literacy, if all resources are fully employed. He noted that the tradition in his region holds that every adult is a teacher and that 'each one teach one' could be a viable strategy. He further emphasized that local technologies can provide essential teaching aids and facilities. An observer, however, cautioned that while literacy programmes were highly cost-effective, they should not be seen as cheap. Well-designed and effectively implemented programmes require a sound infrastructure, including adequate professional support, and a sufficient supply of materials.

277. Several speakers stressed that decentralization was an essential condition for effective mobilization of resources. One noted the favourable results which had been achieved in his country by the decentralization of responsibility for the training of staff, production of prototype materials, research and evaluation and dissemination of information to State authorities; he indicated that, in the future, responsibility for these functions would be further decentralized to district-level authorities. Another speaker insisted upon the primordial role of local communities in the dispensing of education. Village-based educational institutions, he stressed, would be more relevant to community needs and, therefore, more effective in eliciting community support.

PART III

RECOMMENDATIONS*

I. AIMS AND POLICIES IN ADULT EDUCATION

The Conference,

Recalling the Recommendation on the Development of Adult Education adopted by the General Conference of Unesco at its nineteenth session in Nairobi (1976) and in particular the attention paid to the social fulfilment of adults,

Recalling the recommendations of the Third International Conference on Adult Education (Tokyo, 1972), especially Recommendation No. 2 on the aims of adult education and Recommendation No. 6 on measures to promote the education of workers,

Considering the Recommendation concerning 'Education for International Understanding, Co-operation, Peace and Education Relating to Human Rights and Fundamental Freedoms' (1974),

Recalling that the Universal Declaration of Human Rights recognized the fundamental right of each and every individual to education, and that lifelong education is becoming an absolute requirement for social, economic, scientific and technological development in the modern world,

Considering that one of the main tasks assigned to Unesco by its Constitution is to help to create conditions for the broadest possible participation by individuals and groups in the life of the societies to which they belong,

Recalling that this participation can only be achieved through education recognized as a right for all, throughout life,

Conscious of the necessity to make education respond to the needs of various groups of people,

Convinced that adult education can make a vital contribution to economic and cultural development, the advancement of society, educational progress and the strengthening of international peace,

Considering that the right to education is an inalienable right of every person regardless of race, sex, age, social status and political and religious opinions,

Noting that the development of adult education is a prerequisite for lifelong education and an important factor in the democratization of education,

Emphasizing the importance of adult education as one of the conditions for securing access to work and to cultural values, and as a factor in all-round development of the personality,

Recognizing the role which adult education programmes can play in consolidating the principles of freedom, justice, mutual understanding and co-operation in the world, and in improving the quality of life of adults themselves and of the communities to which they belong,

Affirming the role of adult education in meeting the needs of peoples who are deprived of all their legitimate rights, including their right to education, as a result of occupation,

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* In accordance with the instructions given to it by the President of the Conference (see General Report, para.36), the Secretariat, in agreement with the Rapporteur-General of the Conference, has finalized the text of the following Recommendations.

Conscious of the importance of cultural security in developing the personality of the individual, safeguarding his true identity and strengthening his ties to his heritage, history and civilization,

Considering that the basis for propagating these lofty principles is a humanistic education that fosters good character and desirable conduct in the individual,

Believing that democratization is a basic principle for the development of adult education,

Affirming that the influence that adults should have over their education extends to curriculum choice and definition, counselling, research facilities, scheduling and evaluation,

Stressing Unesco's considerable role and exceptional efforts in guiding adult education processes and carrying out research on that problem, bearing in mind the need for the democratization and improvement of education and for the all-round development of the personality,

Considering the important role played by adult education in ensuring the effective exercise of the right to work by preparing individuals and the population to play an active part in economic life, providing people with professional and technical knowledge, skills and practical experience, improving their qualifications and enabling them to learn new occupations,

Recognizing the important role of adult education in ensuring the active participation of the broad masses of the population in their country's social and cultural life, the preservation and development of national cultures, and the development of understanding and respect for the cultures of other peoples,

Attaching great importance to adult education as a means of familiarizing people with contemporary world problems,

Noting, however, that in practice, education for international understanding and peace has proceeded with difficulty,

Recognizing the desirability of effective links between education and the world of work, consistent with the concept of lifelong learning,

Given that those who are more likely to be victims of economic deprivation are illiterates, particularly women, the poor, the elderly and young people,

Considering the need for appropriate legislation in the field of adult education,

Recognizing the need for national co-ordination of animation and community education activities by making functional the bases for co-ordination that have been or will be established for that purpose,

Considering that the development of adult education must be viewed as an essential constituent of general plans for socio-economic and cultural development,

Considering the development of adult education theory,

Considering also that as a result of that development adult education is carried out scientifically in a number of countries,

Realizing that the limitation of resources constrains the adequate provision of education and skill training required for development, and that appropriate and innovative technology is now available for education purposes and may provide a cost-effective means of expanding access to education,

Affirming that quality in adult education is an important concern,

Recognizing the evolution of techniques in modern education and changing needs of societies,

Considering that those participating in adult and literacy education very often possess considerable experience of the world which should be exploited for the benefit of all,

Considering that in most countries of the Third World the development of human resources for adult education has been on a small scale,

Noting that higher education establishments have neglected vocational training in adult education,

Taking into account that the training and qualitative improvement of adult education personnel and their timely guidance, information and familiarization with the results of scientific research and documentation are indispensable prerequisites for raising the quality and effectiveness of adult education,

Recommends that Member States:

define the role of adult education in the context of the needs of the individual and the society and develop appropriate programmes with a view to providing educational opportunities to various adult groups;

plan their adult education programmes around the idea of active and responsible participation by those concerned in both the enhancement of their capacities for initiatives and know-how and development of the community to which they belong;

ensure the active participation of women in adult education programmes and activities;

develop adult education activities that are close to peoples' daily, concrete needs;

include in their local and national adult education policies the local development dimension; collaborate closely, when drawing up adult education programmes, with the local, political, cultural and social personnel responsible; take into account, during the planning and actual implementation of adult education programmes, the experience of the world acquired by the participants in their social, cultural and professional lives;

plan and carry out training activities that will mobilize human resources, particularly by the use of self-training and by taking into consideration knowledge derived from social practice,

establish varied conditions, through concerted efforts by all the bodies and institutions concerned in each of the respective countries, that are appropriate for the continual upgrading of the qualifications and level of education of adults, thus ensuring the full development of the potential of individuals;

identify and overcome barriers to learning, particularly those related to teacher training for schools or adult education, those of a political, bureaucratic and/or administrative, social and structural nature, or those due to difficulties in the way of regular and continuing attendance at courses;

take the necessary steps to establish the financial, material and social conditions to ensure that the democratization of education and lifelong education in general and adult education as an inseparable part of the education system, in particular, become genuine possibilities; for which purpose they should work out and make level provision for additional paid leave, various concessions, continuity between formal and non-formal education and between the education of children and adult education, the consequent abolition of formal requirements regarding the standard of education so far received and any other conditions needed to ensure not only equality of access to adult education but also that it is actually received;

emphasize the cultural and spiritual dimension in adult education and ensure that adult education programmes lay stress on the humanistic and moral aspects with a view to enabling those so educated to participate in the spiritual, social and cultural development of their countries in order to consolidate the principles of freedom, justice, mutual understanding, co-operation and peace in the world;

apply an integrated approach in identifying areas deserving priority in the development of adult education aimed at social progress relying for that purpose on consistent and penetrating studies and analyses, co-operation with other Member States and contributions to exchanges of information and the effective utilization of positive experience required;

work out practical measures that will genuinely bring about closer links between adult education and the solution, on a broad democratic basis, of the urgent socio-economic, political and cultural problems confronting every country;

envisage, to this end, measures aimed at strengthening the links between adult education and formal education, developing various forms and levels of education providing a better response to changing conditions of production and the structure of employment and to the requirements of the all-round development of the human personality.

Legislation, finance, development plans

pass laws providing a legal framework for adult education;

refer to the Nairobi Recommendation on the Development of Adult Education when setting up or expanding adult education systems;

provide legal, financial and other appropriate measures integrating adult education as an important and equal part of the general education system;

open channels between formal and non-formal education so that individuals can transfer from either of these to the other, age being no obstacle, and to grant recognition to study undertaken in adult education centres and treat it as equivalent to its formal counterpart;

establish modes of organization conducive to integration among various institutions of adult education, both public and private, and simultaneously conducive to integration among all such institutions and schools and institutes of formal education, in a framework of lifelong education;

encourage participation in associations in all its different forms and activities and allow for it in their plans for the development of adult education;

take more account of adult education in their development plans;

make available financial resources for its development;

Programmes

prepare programmes whose content and techniques are suitable for the education of the various categories of target groups;

ensure that adult education programmes include, in addition to theoretical studies, substantial practical study programmes which demonstrate the application of theory through practice in laboratories and work places and through field visits;

Media and methods

promote the introduction in universities and institutes of higher education of vocational-training programmes, at the basic and postgraduate levels, in 'the science of teaching adults';

promote, with the aid of all those involved in the training of adults and economic life, a range of educational actions designed to train each individual in need of further training in the use of the new communication technologies and data processing;

facilitate social communication by introducing into adult education introductory training in the creation and production of messages and in data processing using the new technological media;

encourage co-operation between the mass media and educational establishments and organizations directly involved in adult education;

provide the necessary means to develop libraries;

Training and personnel

ensure that adult educators are trained in adapting to the needs of various adult groups in various environments;

Research and exchange of experience

promote the exchange of experience among Member States and the execution of systematic research on problems relating to the strengthening of adult education as an important factor in securing the active participation of the population in socio-economic, political and cultural life and in promoting the quality, significance, impact and balance of adult education;

Recommends that Unesco:

take all necessary steps to develop further its adult education activities which on the basis of the concept of lifelong education should become an integral part of the educational system and a factor of its improvement and democratization, with a view to providing full and equal opportunities for education for all;

promote adult education for the benefit of the free and full development of the personality and active participation of the individual in economic, social and cultural life, as a means of promoting the exercise of the right to work and the right of access to culture;

also encourage efforts to develop adult education as a contribution to preserving and developing national cultures, to protecting the environment and in the spirit of the 1974 Unesco Recommendation on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms; likewise efforts to overcome social injustice, combat prejudice, intolerance, racism and apartheid and create a climate of opinion opposed to war;

bear in mind the role of adult education in solving contemporary world problems and continue to assist Member States in their efforts to convert adult education into a factor conducive to activity in society and to development of the personality and creativity of the individual;

encourage the devising of new strategies in adult education and extend various kinds of assistance for the conduct of appropriate research and for the pooling of experience at the subregional, regional, interregional and international levels, relating to adult education and promotion of the activity of adults in society;

study existing experience of the establishment of a system of guarantees of the right of adults to education and promote exchanges of experience on these matters among Member States and its widespread application;

contribute actively, using its existing means, to the initiatives being taken in this area, both in its Member States and within the framework of co-operation with the other international organizations concerned;

pay attention to maintaining and improving the quality of adult education services and raising standards while fostering the democratization of educational opportunities and wider access to education programmes:

Recommends that the Director-General:

take account of the recommendations of the Fourth International Conference on Adult Education in preparing the Organization's programme and budget for 1986-1987, and in particular, with regard to the proposals to be submitted to the General Conference at its twenty-third session concerning the preparation of the Plan for the Development of Education for International Understanding, Co-operation and Peace, make provision for activities relating to adult education and the development of suitable educational materials;

Recommends that the Member States and Unesco:

adopt the necessary measures to promote the development of adult education as an important means of ensuring the active participation of the population in applying the Universal Declaration of Human Rights, the Convention against Discrimination in Education adopted at the eleventh session of the General Conference, the Recommendation on the Development of Adult Education adopted at the nineteenth session of the General Conference of Unesco, and the recommendations of the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, with a view to Developing a Climate of Opinion favourable to the Strengthening of Security and Disarmament (1983);

encourage the involvement of various public organizations, e.g. trade unions, youth organizations, scientific and technical bodies, associations of educational and cultural workers, etc., in the preparation and implementation of adult education development plans;

combine the efforts of governmental and non-governmental organizations and set up machinery for their effective co-operation in the field of adult education development;

promote the establishment or development, nationally, regionally and internationally, of facilities for the co-ordination of animation and community education activities;

Recommends that the Director-General:

pursue his efforts to ensure that educational establishments in occupied territories may play their part in extending and democratizing education, increasing educational opportunities and making them available to all peoples suffering from occupation, among others the Palestinians, in natural and satisfactory conditions without interference by the occupying powers in the form of measures such as the closing of educational establishments and collective sanctions against persons working in education;

continue, within the limits of available resources, the services provided by Unesco to the Palestinian people in the field of education in general and adult education in particular;

give priority to the development of a regional approach centred on specific regional problems and solutions, and strengthen specialized regional bodies.

II. SPECIAL NEEDS OF GROUPS: WOMEN, YOUTH, THE ELDERLY, MINORITIES, MIGRANT WORKERS, THE DISADVANTAGED AND THOSE THREATENED BY FAMINE

(i) Women

The Conference,

Mindful of the fact that illiteracy is a particularly serious problem afflicting women who, in several societies, do not have access to training and consequently evince an illiteracy rate considerably higher than that of men,

Recommends the Director-General, in his work on concentrating the activities of Unesco, pay special attention to adult education and, in particular, to the following areas:

programmes, especially for women, aimed at the eradication of illiteracy as the first necessary step towards the development and implementation of lifelong education;

programmes which ensure the active participation of women in shaping the curricula of their own education;

programmes especially aimed at giving women the same opportunity of education as men, and thereby providing them with a prerequisite for their active participation in community affairs and in their own social and economic development.

(ii) Youth

The Conference,

Noting that high and persisting rates of youth unemployment are now of concern to many Member States,

Recognizing that types and possibilities of employment as well as education and training requirements, vary from one country to another, and in particular between industrialized and non-industrialized societies,

Recognizing that a variety of youth training programmes has been developed in different countries in response to national requirements,

Recognizing the desirability of effective links between education and world of work, consistent with the concept of lifelong learning,

Noting that the effectiveness of such programmes may sometimes be difficult to assess because of a lack of research and evaluation data,

Calls upon Member States to give special attention to the needs of youth in the development of adult education and training programmes, promoting effective links between education and the world of work and, consistent with the concept of lifelong learning, providing for the full development of the human personality and encouragement of their active participation in social, economic and cultural life;

Recommends to Unesco:

1. To include in the Draft Programme and Budget for the biennium 1986-1987 (23 C/5) or in future programmes and budgets, provision for expert assistance to review research done to date and develop evaluation criteria for youth employment training programmes;

2. To diffuse the findings of such research and evaluation data to all Member States through publications, seminars and workshops;

3. To undertake the above actions in co-operation with other agencies of the United Nations system and intergovernmental agencies as appropriate.

(iii) The elderly

The Conference,

Recalling that the problems entailed for societies by the increase in the number of old people are assuming and will continue to assume considerable importance and that this demographic trend has many implications, particularly in the sphere of education,

Considering that continuing education should foster self-fulfilment for individuals in all age-groups,

Emphasizing the importance of promoting educational and cultural activities for the retired and the elderly so as to enable individuals to come to better terms with their own ageing, improve the quality of their lives and allow the societies to which they belong to benefit them from their long experience,

Recommends that Member States and international governmental and non-governmental organizations help to provide adults, whatever their age, with access to education and culture so that each person may safeguard his or her status as a full citizen and play an active role throughout his or her life, and that to this end they devote funds to the education of the elderly and regard such investments as being essential to the equilibrium of societies;

(iv) Minorities

The Conference,

Having regard to the development of adult education as an essential prerequisite for lifelong education and an important factor in the democratization of education,

Considering that measures need to be taken to ensure that equality of opportunity for success goes hand in hand with broader access to adult education and that such education be made available to a growing number of increasingly varied groups,

Noting that many minority peoples do not enjoy the resources and freedom necessary to determine/influence the course of their own cultural and language development,

Recalling paragraph 2(d) and 22 of the Recommendation on the development of adult education which states:

> 'Creating an understanding of and respect for the diversity of customs and cultures on both the national and international planes ...'. 'With regard to ethnic minorities, adult education activities should enable them to express themselves freely, educate themselves and their children in their mother tongues, develop their own cultures and learn languages other than their mother tongues'.

Recommends that Member States:

1. Reaffirm the right of minority peoples, through adult education, to determine their own language and cultural development;

2. Express respect for the contribution and leadership which minority peoples can offer to the dominant cultural groups.

(v) Migrant workers

The Conference,

Recognizing that the migrant workers and their families should enjoy the full benefit of the educational opportunities available in the host countries while receiving additional help for keeping abreast with their national language, culture and religion,

Bearing in mind the necessity to offer educational opportunities for their reintegration to their home society upon their return,

Welcoming the efforts in adult education deployed by specialized national institutions in a number of countries receiving migrant workers and their endeavours to develop the educational and technical skills that workers need to keep up with technological advances and to avoid the threat of unemployment,

Aware that the improvement of the technical, occupational and educational qualifications of migrant workers increases the likelihood of their returning voluntarily to their countries of origin to make an effective and fruitful contribution to comprehensive development programmes,

Calls upon all countries receiving migrant workers to set up programmes and activities in adult education that are in keeping with the workers' traditions and cultural identities;

Noting the fact that Unesco should seek the co-operation and support of the other relevant international organizations,

Recommends that Unesco within the limits of its programme and budget should support the educational programmes that would enable migrant workers and their families to adjust themselves to the working and living conditions of the host countries and the programmes to reintegrate them upon their voluntary return to the country of origin.

(vi) The disadvantaged

The Conference,

Recommends that Member States give special attention in adult education to disadvantaged persons with a view to solving the problems of illiteracy, raising basic general knowledge and providing professional and vocational skills, in order to promote economic growth and social development,

Further recommends Member States and non-governmental organizations to elaborate strategies, develop methods and curricula contents, and develop international co-operation in these priority areas of adult education,

Recommends to Unesco to give special attention to programmes aimed at developing vocational education of adults, especially emphasizing the needs of people in rural areas and of disadvantaged groups, taking into account the cultural dimension of development.

(vii) Those threatened by famine

The Conference,

Recalling the critical threat of famine which is unprecedented in modern times and the consequent effect on the survival of more than 150 million people in 21 countries and other developing countries,

Noting the role of adult education in improving living conditions with particular reference to increased food production, modernization of the rural environment, reforestation, the promotion of soil conservation and the establishment of community infrastructures,

Bearing in mind the developmental dimension of adult education and noting further that the long-term objective of self-sufficiency in food production can only be achieved within the context of the general economic and social development of these countries,

Recognizing that there are many national non-governmental organizations engaged in programmes to ameliorate the famine situations in the African countries and other regions affected by famine,

Recommends that the international organizations support the efforts of Member States to establish special model projects under which their nationals will be enabled to enrol in adult education programmes that will help them to overcome natural disasters and the problems of drought before and during their occurrence by acquiring the knowledge and skills needed to use appropriate technology and by acquiring sound health and dietary habits, in addition to immediate food and medical assistance,

Requests the Director-General to consult with other United Nations organizations responsible for relief and emergency operations to consider the inclusion of multidisciplinary teams of adult educators to assist these NGOs in the planning and undertaking of long-term non-formal educational programmes which will reduce the incidence of famine,

Calls upon Member States (especially in the industrialized countries) and intergovernmental organizations to give support to the efforts and initiatives of indigenous African NGOs directed not only towards the amelioration of the immediate effects of the famine but also to the long-term educational needs of countries in order to be prepared to meet such emergencies,

Recommends to Unesco that it develop and promote survival training programmes.

III. ADULT EDUCATION AND THE FORMAL AND NON-FORMAL SECTORS OF EDUCATION

A. Relationship between formal and non-formal education

The Conference,

Recalling that the Recommendation on the Development of Adult Education, adopted by the General Conference at its nineteenth session in Nairobi in 1976, defines adult education as the entire body of formal and non-formal processes leading to both full personal development and participation in balanced and independent social, economic and cultural development,

Envisaging to this end, measures aimed at strengthening the links and partnerships between non-formal and formal education, and at developing various forms and levels of education providing a better response to changing needs of both training for employment and the development of the human personality,

Noting that the personnel deployed in non-formal education represent a rich diversity of background and experience enabling them to respond to the needs of adults,

Stressing also the importance of improving the qualifications of personnel engaged in work in that field of adult education and establishing appropriate training courses,

Recalling the necessity, stressed in the Nairobi Recommendation of 1976, of giving consistent financial support to organizations working in the field of adult education including particularly organizations in non-formal education,

Noting that non-formal education should be considered an equal partner with formal education, and since non-formal education, in addressing its own specific problems can also effectively make a contribution to formal education,

Recommends to the appropriate authorities in Member States:

that they adopt concrete measures to ensure the complementarity of these two subsystems in the context of lifelong education:

to take appropriate measures in the framework of their education plans and systems, aimed at strengthening the link and continuity between non-formal and formal education;

to consider especially enacting the necessary legislation to facilitate more profound co-ordination between the two sectors to open channels between non-formal and formal education so that individuals can transfer between them, without unnecessary impediment and to promote the proper recognition of certificates awarded in non-formal education;

to allocate an increasing proportion of their national budget to non-formal education;

Recommends to Unesco, within the limits of available resources:

to make provision for studies, exchanges of information and documentation concerning the links and partnerships between formal and non-formal education with particular reference to adult education.

B. Role and contribution of non-governmental organizations

The Conference,

Mindful that adult education in most societies is the responsibility of both governments and non-governmental organizations,

Recognizing that non-governmental organizations afford possibilities of meeting the various educational needs of the population,

Considering that the role of non-governmental organizations varies from country to country,

Believing that non-governmental organizations, including women's organizations, possess an undeniable potential for promoting adult education,

Aware that non-governmental organizations are community-oriented by nature and tend to make efficient use of their resources,

Considering that governments should provide favourable conditions for action by non-governmental organizations in the field of adult education,

Recommends to Member States that they develop and encourage co-operation among all government branches and non-governmental organizations involved in adult education and that non-governmental organizations be given technical and financial support,

Recommends to Unesco that it continue to encourage and facilitate co-operation among non-governmental organizations engaged in adult education throughout the world.

C. Role of institutions of higher learning in adult education

The Conference,

Recalling Major Programme V, Education, training and society, of the second Medium-Term Plan,

Affirming that the role of institutions of higher learning in the development of human resources is of paramount importance,

Recognizing that within the process of educational renewal many institutions of higher learning are now assessing their approaches and considering mechanisms by which they might further increase their participation in the community effort,

Recognizing that there is an increasing public demand for the services offered by institutions of higher learning, and

Believing that a broader role in adult education for institutions of higher learning would be of the greatest benefit,

Recommends to Member States and to the higher education community:

(a) to broaden access to higher education for adults by developing more flexible administrative criteria for admission and then putting them into practice;

(b) to provide courses, seminars and educational opportunities of diverse types to adults near their place of residence;

(c) to permit access to higher education to adults in remote areas by expanding distance learning through correspondence courses, radio and other low-cost methods;

(d) to adapt the processes and structures in institutions of higher learning to meet the unique and diverse learning needs and experience of adults;

(e) to increase the quantity, quality and thoroughness of studies and research on issues related to adult education, in order to provide informed bases for the planning, implementation and evaluation of adult education activities.

IV. TECHNOLOGIES AND ADULT EDUCATION

A. Utilization and transfer of low cost appropriate and innovative technologies

The Conference,

Noting the commendable initiatives by Unesco in Major Programme VI, The sciences and their application to development, and in relation to increasing the self-reliance of countries in the development of appropriate technologies for education,

Considering the ever-increasing role of the mass media in international life,

Convinced that the mass media can exert a decisive impact on the extension and improvement of adult education,

Recognizing that active participation by adults in the economic, social and cultural life is enhanced by the level of their awareness, made possible by continuous and comprehensive education programmes for adults, and that the rate and level of economic and social development are related to the skills, knowledge and participation of the adult population,

Considering that if appropriate measures are not taken by Member States, the uncontrolled development of these technologies and the content for which they serve as a vehicle, could aggravate economic, social and cultural disparities, and could reduce the expression of local, regional or national cultural identities,

Realizing that the limitation of resources constrains the adequate provision of education and skill training required for development, and that appropriate and innovative technology is now available for educational purposes and may provide a cost-effective means of expanding access to education,

Recognizing that such education and skill training may be provided appropriately through both the formal and informal educational sectors,

Noting in particular that a number of countries have experience with low-cost community radio and television, mobile low-power transmission units and other innovative technology for providing a broad range of adult education services,

Noting that the radio has not been made readily accessible to the majority of peoples, particularly in developing countries, and that the rural cinema and rural theatre have not been developed and adequately exploited as significant media for adult education,

Appreciating that such activities may require the strengthening of relations between bodies responsible for adult education and those bodies responsible for radio, television or other electronic media,

Believing that training in the effective educational utilization of such technologies is frequently required,

Recommends that Member States:

(a) promote in every possible way the wider use of the mass media for the development of adult education, in particular to spread literacy and to raise the level of education of adults so that they can play a more active role in the economic, socio-political and cultural life of their countries, and in the solution of the major problems of the present day,

(b) make available to Unesco and to other Member States with common conditions and concerns the experience they have acquired, through activities and programmes in these fields,

(c) take every measure possible to make radio more accesible to the majority of their citizens and to take initiative in promoting the use of rural cinema and rural theatre in their adult education programmes.

Recommends to Unesco that:

(a) the information obtained in this area be distributed for the benefit of Member States;

(b) training in the effective utilization of such technologies continue to be made available to personnel through seminars, workshops, study tours and other means to meet the particular needs of adult education in the various Member States;

(c) it give, within the limits of its programme and budget, technical assistance to Member States to develop the rural cinema and rural theatre for the purpose of strengthening their adult education programmes.

B. The effects of technology on the quality of life

Considering that the extremely rapid development of the new communication technologies, combined with the establishment of diversified networks for the dissemination of cultural products, will bring about deep-seated changes in social life in all Member States,

Believing that the irreversible technological changes that have occurred since the last International Conference on Adult Education, held in Tokyo in 1972, could affect or marginalize certain individual and social values based on humanism and tradition,

Considering that it is important to reconcile these two aspects of present-day reality with a view to greater social justice,

Recommends that Member States:

(a) plan their adult education programmes around the idea of active and responsible participation by those concerned in both the enhancement of their capacities for initiative and know-how and development of the community to which they belong:

(b) adopt, in particular with respect to training, measures appropriate to their economic and social situation to enable men and women:

to obtain the rudiments of basic knowledge so that they can support themselves with dignity and take an active part in shaping their working, social and family environment;

throughout their lives and without loss of identity, to deal with the changes in their work and way of life that they may have to face;

(c) restore these socio-economic ideas more comprehensively to their cultural context, by ensuring that the field of the human sciences, particularly history, takes account of the dimension of scientific and technological development, and by encouraging, to this end, joint reflection on the part of research workers and social agents at all appropriate levels;

(d) promote with the aid of all those involved in the training of adults and economic life, a range of educational actions designed to train each individual in the use of the new communication technologies and data processing;

(e) facilitate social communication by introducing basic adult education in training in the creation and production of messages and in data processing using the new technological media;

(f) further the integration of these new technologies in the materials used to train adults;

Recommends that the Director-General should:

(a) assemble and disseminate all the information available on the role and place of the new technologies in adult education, in the light of the economic, social and cultural realities specific to each Member State;

(b) strengthen, in the Organization's programmes, the role of social communication and data processing in all their forms;

C. Adult education in response to technological change

The Conference,

Considering that, given the rapid technological and social change in the world, continuing education for adult men and women has proved to be more important and necessary than ever before,

Recognizing that basic education can by no means anticipate vigorous technological and social development and that, therefore, lifelong education, in an ever-changing environment, is absolutely necessary,

Considering that many countries are in a period of economic austerity characterized by high unemployment, underemployment and the increasing application of high technology requiring greater skills for individuals to participate fully in modern life,

Considering the important role played by adult education in ensuring the effective exercise of the right to work by preparing individuals and the population to play an active part in economic life, providing people with professional and technical knowledge, skills and practical experience, improving their qualifications and enabling them to learn new occupations,

Recalling paragraph 49 of the Recommendation on the Development of Adult Education (Nairobi, 1976),

Considering that educational leave is an important and necessary measure towards coping occupationally, socially, culturally and politically with rapid technological and social change,

Taking note of the fact that educational leave is an important economic and social investment in the future of people and as such, in the future of societies, as well as an important contribution to the realization of greater equality of opportunity and democratization of education in societies,

Stresses the importance of educational leave as a concrete contribution towards the realisation of continuing education,

Recommends:

1. to Member States:

   (a) to make additional efforts to promote the realization of educational leave in co-operation with social groups concerned;

   (b) to support measures to offer comparable educational opportunities to persons not in the work force, and especially for the unemployed;

2. to Unesco:

   (a) to co-operate with ILO and other international organizations in the field of educational leave;

   (b) to promote the further development of educational leave by organizing a series of expert meetings;

   (c) to assist Member States in establishing educational leave.

V. TRAINING OF EDUCATORS - PEDAGOGY

(i) The training of personnel

The Conference,

Considering that professionalization is as necessary in the field of adult education as in the other activities of human life,

that attention traditionally has only been paid to the professional training of the educators of children and teenagers, that is to say schoolteachers,

that similarly bodies, institutions and colleges for the training of teachers have sometimes neglected the professional training of teaching staff in universities,

that the inherent assumptions and principles of lifelong education call for the education of the individual at all stages of life,

that without training for adult educators, achievements in this educational field will be limited,

that the adult educator ought to have at the least some basic knowledge of adult psychology, the psychology of learning, and educational methods and techniques,

that the training of university teachers in all faculties must take account of the specific fact that their students are adults,

Recommends that the appropriate authorities in Member States:

1. fully acknowledge the direct influence of adult education workers on the development and on the quality of education;

2. introduce innovations and renewal in their systems, methods and techniques of adult education, in keeping with the requirements of lifelong education and the principles of adult education with a view to training the adult educator to facilitate the learning process for the adult at whatever level of education;

3. ensure that training colleges and institutions lay emphasis on the adult education aspect of those engaged in adult education;

4. make provision for teacher-training colleges and institutions to offer degree programmes in adult education, in addition to offering it as a specialization within other fields;

5. ensure that the approach of such institutions be characterized by flexibility and adaptability to the specific conditions of the different regions and of each educator with emphasis on the training of middle-grade technicians;

Invites Member States

to take into consideration the contribution of non-governmental organizations to the training of part-time and voluntary personnel,

to emphasize the value of the diversity of experience and training that may lead to recognition of the status of such personnel,

to support the efforts of non-governmental organizations in setting up training programmes for such personnel, which are flexible enough to allow for the inclusion of experiences relevant to the needs and backgrounds of the personnel concerned,

Recommends to Unesco that it:

1. pay greater attention to the training of adult education workers in preparing its future programme and budget;

2. help Member States, by means of concrete projects, to gain a better understanding of the importance of training adult education workers and improving their status, and adopt effective manners in this connection;

3. encourage exchanges of experience among Member States;

(ii) Development and application of a theory of adult education

The Conference,

Stressing the importance of comprehensive scientific research on adult education as a precondition for its improvement,

Having regard for the need to disseminate the results of experiments in adult education that lay the basis for a specific ('andrologogical') model distinct from that used in the education of children and adolescents,

Considering that an important means of extending and improving adult education is the renewal of methods and the widespread use of new, scientifically based educational means and methods that have been tested in practice,

Taking into account that the training and qualitative improvement of adult education personnel and their timely guidance, information and familiarization with the results of scientific research and documentation are indispensable prerequisites for raising the quality and effectiveness of adult education,

Invites appropriate authorities within Member States:

1. to enlarge on 'androgogical' theories through participatory research shedding light on the specific characteristics - biological, psychological, economic and social - of adult life, which may serve as the basis for applying new methods and techniques that respect the personality and human condition of adults, while stimulating the process of self-fulfilment;

2. to assign priority to the study and development of experiments permitting full utilization of the methods and techniques whereby adults learn, which will at the same time contribute to the organization of new structures in institutions responsible for carrying out the process of adult guidance and teaching;

3. to promote the introduction in universities and institutes of higher education of programmes of intermediate technical training, together with vocational training programmes, at the basic and postgraduate levels, in 'the science of teaching men';

4. to promote the exchange of experience and the results of scientific research aimed at renewing and improving the forms and methods of adult education and at the development of new educational means and methods, by organizing international seminars and symposia;

5. to develop more actively international exchanges of information with a view to familiarizing adult education personnel with scientific achievements relating to adult education resources and methods and also with the most interesting experience relating to the improvement of adult education.

VI. ILLITERACY - FUNCTIONAL ILLITERACY

The Conference,

Appreciating the continuing efforts being made by the countries of the world, Unesco, international and regional organizations, local associations, groups and individuals in confronting illiteracy and striving to eradicate it for all without discrimination,

Noting with great dismay that, despite the declining illiteracy rates resulting from these efforts, the number of illiterates is continuing to increase in absolute terms,

Regarding this situation as inconsistent with the true potential of the contemporary world and its demand for the shaping of human beings,

Confirming the object of eradicating illiteracy completely by the year 2000,

Stressing the need for a new formulation of the concept of literacy in relation to changes in social demand regarding adult education,

Considering that implicit in this new demand are needs for basic literacy as well as for cultural and technological literacy,

Noting the growing awareness in a number of countries, particularly industrialized countries, especially as a result of economic difficulties, of the phenomenon of 'functional illiteracy', which consists in an inability to master the skills and means needed to take one's place in working, social and family life and to participate actively in the life of society, despite the cultural legacy bequeathed by tradition and experience,

Noting that functional illiteracy and its consequences are aggravated by the speeding up of industrial and technological change, which particularly affects the most disadvantaged populations,

Considering further that literacy is a complex problem related not only to the surrounding environment, but also to the historical, cultural, political, economic and social features of each people,

Considering that, in oral culture and tradition, the teaching of reading and writing must be integrated into a cultural context and make use of the oral not only as a correct way of approaching reading and writing but also as a recognition of the authentic values of the adult's culture and resources,

Regarding literacy as a basic individual right and a fundamental duty of the State, as well as a matter of national and international social solidarity,

Considering that literacy is an essential prerequisite for national, social, economic and cultural development, effective communal/social development and the full personal development of individuals and their quality of life,

Noting the particularly high rates of illiteracy in many Third World countries,

Conscious that illiteracy is particularly serious among women,

Considering that the basic condition for the advancement of adult education in the developing countries is the provision of basic education to adults up to a level that will enable them to continue learning and to make use of their newly acquired skills,

Conscious that the dispersion of efforts in adult education and adult education institutions in most countries of the Third World is an obstacle to the follow-up efforts to literacy and basic education which are needed to prevent the newly literate from relapsing into illiteracy,

Recommends:

To Member States, appropriate intergovernmental and non-governmental organizations:

to give special priority to literacy in adult education programmes;

to adopt the following priorities in preparing literacy plans:

young people, women and disadvantaged groups in rural and semi-desert areas and in outlying urban districts;

to incorporate literacy training and basic education for adults into comprehensive development plans mixing official and popular efforts in addressing the full range of a society's problems and backwardness;

To Member States:

to adopt a civilizational concept of literacy, the aim of which is to raise the individual to an educational and cultural level that enables him to acquire the basic skills of reading, writing and arithmetic and to participate in the development of his society and the renewal of its structures, so that he will have the social and cultural incentives to go on learning and to improve the quality of life;

to adopt the concept of literacy to the purpose of particular actions, and accordingly to distinguish between:

(a) functional literacy, which, in addition to inculcating learning skills, should help workers to achieve greater mastery of their occupations, increase their theoretical and practical knowledge, advance in their careers and continue with their education;

(b) social literacy, which should be a means to the acquisition of the tools of further mastery of the written word and pave the way for the integration of the newly literate into their cultural, social and political environments;

to link adult literacy provision to a coherent national language policy involving initial learning whenever possible in the mother tongue followed by provision in languages of national or international communication;

to give priority to literacy programmes and universal access to primary education in the most severely deprived regions, particularly in rural areas and for the categories most concerned, such as women;

to provide the necessary resources to achieve universal access to basic education in accordance with the principle of the democratization of education and to eliminate illiteracy at its source;

to link literacy with the universalization of basic education in order to eliminate illiteracy at its source by enrolling all children in basic education and developing programmes designed to ensure that they will not relapse into illiteracy, and by opening channels between formal and non-formal education in order to provide the newly literate with opportunities for lifelong education;

to attack the issue of illiteracy by various rational methods: application of the latest findings in the various fields of knowledge to planning for literacy campaigns, execution of literacy programmes and evaluation of their results; to harness the resources of modern technology in the service of literacy work and its enormous potential enlisted to that end; and to give the motivations and wishes of illiterate persons themselves due importance in order to stimulate their abilities and ensure their positive participation in the common endeavour;

to provide all functional and mass literacy programmes with an evaluation scheme as a means of determining which targets have been achieved and which activities should be continued or adjusted;

to take the necessary steps to foster public awareness of these problems and of the general usefulness of their being solved, seizing in particular the opportunity afforded by International Literacy Day;

to intensify their co-operation with respect to literacy education:

(a) by informing one another about the range of research programmes likely to further knowledge of the various phenomena of illiteracy and functional illiteracy, and by consulting with one another about ways and means of remedying them and about the supplementary and parallel development of activities in the context of both adult education and the school and university education system;

(b) by taking the necessary steps to foster public awareness of these issues, particularly on the occasion of International Literacy Day;

(c) by keeping themselves informed of measures taken in the various member countries which have a bearing on the training of teachers and instructors;

(d) by keeping themselves informed of measures that contribute to the basic training of those seeking employment;

To the Director-General:

in his efforts to concentrate the activities of the Organization, to give special attention to adult education and, in particular, to programmes aimed at the eradication of illiteracy and functional illiteracy, taking particularly into account the specific educational needs of adult illiterates;

to give support when necessary to the efforts of national governments to engage in the creation of universal adult literacy programmes designed to equip adult learners with skills necessary to participate meaningfully in the conception of economic, social, political and cultural developments in national life;

to contribute, within the framework of lifelong education, to the promotion of post-literacy activities in an appropriate educational setting in order that knowledge freshly acquired through literacy training may be maintained, enriched and put to rewarding use;

to support where appropriate, the efforts of Member States to incorporate the struggle against illiteracy and functional illiteracy in their development plans;

to help develop a strategy for a comprehensive approach to national literacy campaigns and investigate the possibility of its general application to the struggle against illiteracy in developing societies;

to give priority, in programmes of technical assistance, to countries in which universal basic education has not yet been achieved;

to launch an urgent appeal at the next session of the General Conference to the international community and all organizations interested in adult education to come to the assistance of the developing countries whose illiteracy rates are still very high, supplementing these countries' own efforts;

and with particular reference to countries where there is a problem of functional illiteracy:

to encourage and facilitate co-operation among Member States under those of the Organization's programmes that may contribute to the struggle against functional illiteracy;

to participate where appropriate in national action to promote public awareness of issues and strategies relating to the struggle against functional illiteracy;

to envisage the organization during the next biennium of an international symposium on the topic of functional illiteracy.

VII. INTERNATIONAL CO-OPERATION

The Conference,

Recalling that the Universal Declaration of Human Rights recognized the fundamental right of each and every individual to education,

Recognizing Unesco's important role as the only specialized universal international organization in the fields of education, science, culture and communication and its activities in the exchange of experience, encouragement of studies and promotion of international co-operation in adult education,

Recognizing that in our rapidly changing world adult education can significantly contribute to the free and full development of the human personality and encourage the active participation of everybody in the social economic, scientific, technological and cultural development of nations and the international community,

Recalling the spirit of the 1976 Recommendation on the Development of Adult Education, the Convention and the Recommendation against Discrimination in Education, the Recommendation on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms and Revised Recommendation on Technical and Vocational Education,

Recalling also the recommendations adopted by the Third International Conference on Adult Education (Tokyo, 1972),

1. Research, studies, evaluation and dissemination of information

Recognizing that in this period of rapid development of adult education international conceptual co-operation has become extremely important,

Recommends to the Director-General that in the execution of the Programme and Budget for 1986-1987 (23 C/5) he should undertake within the available resources, the following actions:

(a) support intensively existing regional programmes and infrastructures, promote the development of innovative adult education projects, and strengthen regional activities such as the Major Project in the Field of Education In Latin America and the Caribbean, from both the technical and the financial aspects, and study and disseminate regional experience in adult education;

(b) increase the community impact, individual importance and social balance of adult education programmes and activities, making them more efficacious and efficient;

(c) promote the exchange among Member States of experience and the results of scientific research aimed at renewing and improving the forms and methods of adult education and at the development of new educational means and methods, by organizing international scientific seminars and symposia; more actively develop international exchanges of information with a view to familiarizing adult education personnel with scientific achievements relating to adult education resources and methods; study and make widely known experience concerning the training and further training of personnel engaged in adult education, concerning the clear definition of their legal status and concerning the involvement of broad sectors of the scientific and educational community in work to do with adult education;

(d) further the preparation of directories providing details of research and training institutions and bodies concerned with adult education, as well as directories of people qualified in the different areas of adult education; give support to the preparation and dissemination of case-studies relating to innovative experiments and projects; and assist the Member States in this regard, including the encouragement for the establishment of national and regional clearing-houses with facilities for abstracting or translating into the languages outside the ones officially recognized by Unesco;

(e) develop criteria for the evaluation of adult education activities and practical measures designed to promote the interrelationship between adult education and the other forms and types of education of the various levels within the framework of a broadly understood concept of lifelong education.

2. Bilateral and multilateral exchanges

The Conference,

Recognizing the important practical gain that can be made through international exchange among adult educators working in both government and non-governmental sectors in sharing successful experiences of bringing adult education for development to those in greatest need,

Noting that a large number of microregions located on both sides of national borders are developing intense levels of trade and cultural exchanges with each other, and acting together could solve, with the assistance of the competent national bodies, some common problems in the field of adult education,

Recommends that, where appropriate, Member States:

introduce the problems posed by adult education, or give added importance to them, in their bilateral cultural relations;

engage in bilateral exchanges of personnel working in the field of adult education, so as to speed up the exchanges of experience and information;

establish or reinforce adult education programmes aimed at population groups sharing a common culture and living on both sides of national borders;

seek all possible means to support exchanges of personnel including the direct participation of those working for adult education for development in their respective non-governmental sectors in such exchanges;

strengthen international co-operation by holding seminars and examining the advanced programmes, methods and techniques used in each country;

strengthen relations with Unesco and with other international or regional organizations;

Recommends that Unesco, within the limits of available resources:

further intensify its efforts to encourage practical regional and international exchange of experience in adult education by means of close partnership with regional and international non-governmental organizations as well as between Member States;

strongly support exchange of personnel, in particular between developing countries, publishing and translating of adult education materials in different national languages, and training workshops for adult educators on a subregional basis;

continue to convene international conferences on adult education, at appropriate intervals, and to offer educational advisory services and education experts to all Member States, particularly the developing countries;

initiate action with a view to promoting and/or organizing bilateral or regional meetings, taking advantage of the fact that it is well-placed to establish useful exchange of experiences between Member States and also to be informed of the specific situation in each of the participating member countries;

suggest to Member States that they undertake, on a regional or subregional basis, joint studies on specific aspects of adult education;

execute training programmes for adult education workers and supervisors in various countries of the world;

formulate, with the collaboration of Member States and cultural institutions, programmes of educational travel for adults, focusing on cultural areas;

ensure that these programmes be developed, in so far as possible, within the framework of instruction common to young people and adults, in order to help further understanding among different age groups;

continue the efforts undertaken to reinforce the role of co-operation in the effective exchange of technology and human resources applied to adult education;

make Member States aware of the pressing need for co-operation as an important means to solve the problem of illiteracy throughout the world, and to promote the education of adults as an essential factor in social and economic development;

3. Regional and subregional co-operation

The Conference,

Noting with satisfaction the priority assigned to the struggle against illiteracy in Unesco's programmes, particularly those concerning the training of specialized personnel and literacy instruction for women and girls,

Recalling Recommendation No. 2 of the Harare Conference of Ministers of Education and Those Responsible for Economic Planning in the African Member States in June/July 1982, which called for the establishment of a Regional Programme for the Elimination of Illiteracy in Africa,

Welcoming the initiative of Unesco in launching the Regional Programme for the Elimination of Illiteracy in Africa as a basis for regional co-operation in this field,

Considering that since 1981, when the Latin American and Caribbean countries approved the Major Project in the Field of Education, vigorous measures have been taken in the countries of the region to attain the three objectives proposed therein, particularly the second of them, namely, the eradication of illiteracy and the extension of educational services for adults,

Bearing in mind that the Regional Plan of Action recently adopted in Mexico City (November 1984) by the Intergovernmental Regional Committee for the Major Project, identifies priorities for fields of action and programmes and provides a framework for the future efforts of the various countries to attain the objectives of the Major Project in the Field of Education,

Considering that a solution to the problems posed by literacy training and adult education in the Latin American and Caribbean countries calls for close co-operation among all these countries and an efficient well-conceived exchange of experience and innovations with the more developed countries,

Considering the positive role being performed in education by regional and subregional bodies in Latin America and the Caribbean, and by national centres and institutions of regional scope,

Recognizing that all the Latin American and Caribbean Member States have adopted national plans for the development of education within the framework of the Major project in the Field of Education,

Concerned that Asia and the Pacific region has three-quarters of the world's illiterate population (618 million out of a total of 857 million) and the highest number of non-enrolled children of prinary age-group (60 million),

Appreciating the contributions made by Unesco to the promotion of literacy and adult education in Asia and the Pacific and in Africa,

Noting the recommendation adopted by the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific in Bangkok in March 1985 to strive for universal literacy by the year 2000,

Urges the Member States of the African region to create the necessary structures to enhance their co-operation within the framework of the Regional Programme;

Invites the Member States of Latin America and the Caribbean to continue to intensify co-operation in respect of adult education;

Calls upon the Member States in Asia and the Pacific:

to continue and intensify their resolution and commitment for the eradication of illiteracy by adopting effective policies and strategies in achieving universal primary education and functional literacy for adults; and to strengthen mutual assistance and exchange of experiences,

Recommends to Unesco:

that it continue to support efforts by Member States to integrate literacy activities in development projects, to enlist young peoples in the fight against illiteracy and to carry out specific education programmes for women;

Recommends that Unesco, within the limits of available resources:

(a)

strengthen the Regional Programme for the Eradication of Illiteracy in Africa with emphasis on training of adult education personnel and production of learning materials by:

(1) identifying resources, both of personnel and training facilities in the region;

(2) helping Member States get access to those resources not available within their boundaries;

(3) assisting Member States in the training of high level personnel for adult education and literacy with a view to ultimate realization of self-sufficiency for the region in this area;

(4) assisting Member States in developing and improving their capacity for the production of learning materials and their exchange within the framework of the Regional Programme;

(b)

help the CREAA and other interested organizations to undertake a feasibility study on the establishment of a regional training centre for literacy personnel (CERFOCA) in Niamey;

promote co-operation among all adult education and literacy institutions and organizations through the exchange of data and the dissemination of documents;

undertake in co-operation with Member States studies on progress made in the development of adult education and on factors favourable or unfavourable to such development;

develop a mechanism in Asia and the Pacific to follow up progress and to review strategies;

develop in Asia and the Pacific a Regional Resource and Documentation Centre to provide support to the network of National Resource Centres;

(c)

strengthen the Major Project in the Field of Education in Latin America and the Caribbean and to this effect:

(1) promote innovative projects and exchanges of experience in the use of methodologies developed in the region with other regions facing similar situations and problems;

(2) strengthen the regional authorities responsible for co-ordination and horizontal co-operation by increasing the budgetary allocations to regional bodies for the next financial period;

(3) provide technical and financial support for evaluative, comparative and participatory research projects in the region;

(4) give priority, using its own resources and those channelled through it from Member States, to the training and further education not only of the officials responsible for national literacy and adult education programmes but also of the teachers directly involved in such work;

(5) promote the interregional development of data banks and of interconnected information networks, and encourage greater use of these;

(6) encourage Member States which produce useful teaching aids for literacy and adult education programmes to co-operate with regard to materials and equipment (ranging from paper, ink, pens, etc., to other technological products), so as to facilitate their manufacture in the countries that need them;

(7) make known more and more widely the desire of the Latin American and Caribbean peoples to reassert their regional autonomy and identity and their willingness to accept technical and financial assistance from all Member States;

(8) publicize and support the appeals made by Member States of the region to all possible sources of funds in order to obtain the assistance that they require for national literacy and adult education programmes.

4. Periodic reports from Member States on the implementation of the Recommendation on the Development of Adult Education

The Conference,

Recalling Article IV, paragraph 6, of Unesco's Constitution and section VI of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4 of the Constitution,

Is of the opinion that the submission by Member States of periodic reports on the implementation of the Recommendation on the Development of Adult Education, adopted by the General Conference at its nineteenth session, will help to improve the implementation of said Recommendation and to promote a broad exchange of information on trends, problems and prospects in adult education,

Recommends that the General Conference establish a procedure and periodicity for the submission and consideration of reports of Member States on their implementation of the Recommendation on the Development of Adult Education;

Recommends that the Director-General submit appropriate proposals to the General Conference at one of its forthcoming sessions.

VIII. DEVELOPMENT, RESEARCH, PLANNING, EVALUATION

A. Contribution of adult education to development

The Conference,

Considering that the development of adult education must be viewed as an essential constituent of general plans for socio-economic and cultural development,

Wishing to put into practice the conclusions, declarations and recommendations of the Second and Third Conferences on Adult Education (Montreal, 1960 and Tokyo, 1972),

Recalling that the Recommendation on the Development of Adult Education, adopted by the General Conference at its nineteenth session in Nairobi in 1976, defines adult education as the entire body of processes, whether formal or otherwise leading to both full personal development and participation in balanced and independent social, economic and cultural development,

Affirming that the rate and level of economic and social development are related to the skills, knowledge and participation of the adult population,

Considering the importance in many countries of rural development in the process of building modern and healthy communities,

Considering that many countries are in a period of economic austerity characterized by high unemployment, underemployment and the increasing application of high technology requiring greater skills for individuals to participate fully in modern life,

Taking account of the concern of Member States to master developments in science and technology,

Desirous of helping the adaptation of individuals to the changes occurring in their society,

Considering the need for appropriate legislation in the field of adult education,

Recommends that Member States:

work out practical measures that will genuinely bring about closer links between adult education and the solution, on a broad democratic basis, of the urgent socio-economic, political and cultural problems confronting every country;

adopt measures aimed at linking social, economic and cultural development needs to educational aspirations, with a view to co-ordinating the public interest with the interests of individuals and the full development of their faculties;

to include in their local and national adult education policies the local development dimension,

Invites Member States:

to take all necessary steps to develop further their adult education activities which, on the basis of the concept of lifelong education, should become an integral part of the educational system and a factor of its improvement and democratization, with a view to provide full and equal opportunities for education for all;

to advance development of adult education for the benefit of the free and full development of the personality and active participation of the individual in economic, social and cultural life, as a means of promoting the exercise of the right to work and the right of access to culture;

to direct efforts also to the development of adult education as a contribution to preserving and developing national cultures, to protecting the environment and in the spirit of the 1974 Unesco Recommendation, to furthering international understanding, co-operation and peace and respect for human rights and fundamental freedoms, to overcoming social injustice to combating prejudice, intolerance, racism and apartheid and to creating a climate of opinion opposed to war;

Recommends to Unesco

to encourage consideration of the local dimension of development in the preparation and implementation of adult education policies and programmes.

B. Research, planning and evaluation

The Conference,

Bearing in mind the fact that adult education cannot be isolated from the general context of the educational system and that its development represents a necessary condition for the achievement of lifelong education and at the same time an important factor for the democratization of education,

Affirming that the influence that adults should have over their education extends to curriculum choice and definition, counselling, research facilities, scheduling and evaluation,

Stressing Unesco's considerable role and exceptional efforts in guiding adult education processes and carrying out research on the problem, bearing in mind the need for the democratization and improvement of education and for the all-round development of the personality,

Recognizing that the research carried out in some countries in such fields as the theory of synergy, or combined effort, has had positive results conducive to the introduction of innovations in the organization of adult learning,

Convinced that the endeavours to plan adult education, on the basis of projects or action research, should be strengthened,

Stressing the importance of comprehensive methodical research on adult education as a precondition for its improvement,

Considering that encouragement should be given to the pursuit of research and studies in fields such as programme design, methods, training, evaluation, administration and use of the media, and to the subsequent publication of the results of the research and studies so that they can be widely circulated among adult educators and documentation centres, since research is of great help in securing the adoption of correct policies and practices in adult education,

Recognizing the importance of systematic collection of statistics and other types of information for planning and evaluating adult education activities as well as for research purposes,

Noting that Member States would benefit from an intensification of work and from exchange of expertise in this area,

Considering that the objectives of this Conference have been to evaluate the results achieved to date in the field of adult education, and to propose practical programmes and actions for the future,

Noting that the effectiveness of such programmes may sometimes be difficult to assess because of a lack of research and evaluation data,

Recommends to Member States:

to increase studies and research on issues related to adult education, in order to provide informed bases for the planning, implementation and evaluation of adult education activities;

to take into account during the planning and actual implementation of adult-education programmes, the experience of the world acquired by the participants in their social, cultural and professional lives;

that programmes of adult education should be designed to take into account the fact that adults enter education from very diverse backgrounds with a wide range of life experiences and learning needs and therefore should be designed specifically with adults' needs, interests and learning styles in mind;

stimulate research in which 'facilitators' and participants may achieve concrete objectives conducive to the scientific development of 'the science of teachings adults' and ultimately to the balanced, just and democratic development of society;

establish appropriate lines of co-ordination, in adult education planning, between adult education personnel and others engaged in developing learning material;

Invites Member States:

(1) to support the formulation, on the basis of the accumulated world experience, of modern concepts of adult education aiming at the interrelation of initial education and adult education within a system of lifelong education, taking into account the variety of existing social and economic situations and the special conditions of developing countries,

(2) to support the development of criteria for the evaluation of adult education activities and practical measures designed to promote interrelationships between adult education and the other forms and types of education at the various levels within the framework of a broadly understood concept of lifelong education,

Recommends that Unesco, within the limits of available resources,

(1) give due attention in the implementation of the programme and budget to support for studies and analyses of the concepts, theoretical and practical problems, strategies, methods and activities of adult education in its different forms, using criteria of a regional, social, economic, political or other appropriate nature;

(2) promote the exchange of experience among Member States and the execution of systematic research on problems relating to the strengthening of adult education as an important factor in securing the active participation of the population in socio-economic, political and cultural life;

(3) provide information on endeavours and experiments carried out in the context of programmes for the recognition of learning through experience in Member States, and organize seminars at the regional level to analyse the methodological design of these programmes;

(4) pay special attention to 'the' need for the systematic collection of statistics and continue providing assistance to Member States in this area.

IX. EXCHANGE AND DISSEMINATION OF INFORMATION

The Conference,

Recognizing the interdependence of the modern world,

Believing in the importance of learning from and with others,

Recognizing that Adult Education is a growing world-wide activity which plays an important role in the development of society and man,

Recognizing the need for a continuing flow of information among the Member States and among non-governmental institutions as well as other International Organizations as an essential part of the efforts for the development of Adult Education;

Recommends that Member States:

exchange information and research findings in order to promote comparative studies in adult education;

encourage and extend various kinds of assistance for the conduct of appropriate research; encourage and expand the pooling of experience at the subregional, regional, interregional and international levels, relating to adult education and promotion of the activity of adults in society; consolidate and expand the advances made in horizontal co-operation in the field of education and the strengthening and exchange of experiments and innovations with other developing regions.

Recommends to Member States and Unesco that they:

(1) promote the exchange among Member States of experience and the results of scientific research aimed at renewing and improving the forms and methods of adult education and at the development of new educational means and methods, by organizing international seminars and symposia;

(2) more actively develop international exchanges of information with a view to familiarizing adult education personnel with achievements relating to adult education resources and methods and also with the most interesting experience relating to the improvement of adult education;

(3) study and make widely known experience concerning the training and further training of personnel engaged in adult education, concerning the clear definition of their legal status and concerning the involvement of broad sectors of the scientific and educational community in work to do with adult education;

(4) encourage regional, interregional or international centres, by all available means, in the work of training educators and in speeding up such training;

(5) promote the preparation of directories providing details of research and training institutions and bodies concerned with adult education, as well as directories of people qualified in the different areas of adult education;

(6) pool experience by exchanges of periodicals or newspapers concerning adult education, textbooks, tapes, films, slides, programmes, and also by exchanging teachers;

Recommends that Unesco, within the limits of available resources,

(1) strengthen its role as an international centre of information on adult education, regularly collect, publish and circulate information and documentation in this field;

(2) continue to foster the pooling of experience on various problems of adult education, including planning and research and the application of new technologies in this field, thus contributing to the wide dissemination and effective use of the positive results obtained;

(3) provide assistance in diverse forms and stimulate recourse to new forms of international co-operation with a view to elaborating principles and methods for the management of adult education and self-education;

(4) consider organizing meetings of experts at regional and subregional levels with the purpose of exchanging views on current practice in adult education;

DECLARATION OF THE CONFERENCE

Recognition of the right to learn is now more than ever a major challenge for humanity.

The right to learn is:

the right to read and write;

the right to question and analyse;

the right to imagine and create;

the right to read one's own world and to write history;

the right to have access to educational resources;

the right to develop individual and collective skills.

The Paris Conference on Adult Education reaffirms the importance of this right.

The right to learn is not a cultural luxury to be saved for some future date.

It is not a right that will come only after the question of survival has been settled.

It is not the next step to be taken once basic needs have been satisfied.

The right to learn is an indispensable tool for the survival of humanity.

If we want the peoples of the world to be self-sufficient in food production and other essential human needs, they must have the right to learn.

If women and men are to enjoy better health, they must have the right to learn.

If we are to avoid war, we must learn to live in peace, and learn to understand one another.

'Learn' is the key word.

There can be no human development without the right to learn.

There will be no breakthroughs in agriculture and industry, no progress in community health, and, indeed, no change in learning conditions without the right to learn.

Without this right there will be no improvements in the standard of living for workers in our cities and villages.

In short, the right to learn is one of the best contributions we can make to solving the crucial problems of humanity today.

But the right to learn is not only an instrument of economic development; it must be recognized as one of the fundamental rights. The act of learning, lying as it does at the heart of all educational activity, changes human beings from objects at the mercy of events to subjects who create their own history.

It is a fundamental human right whose legitimacy is universal: the right to learn cannot be confined to one section of humanity: it must not be the exclusive privilege of men, or of the industrialized countries, or the wealthy classes, or those young people fortunate enough to receive schooling. The Paris conference calls on all countries to implement this right and to create the necessary conditions for its effective exercise

by all, by making available all necessary human and material resources, rethinking education systems along more equitable lines, and, finally, drawing on the resources that have been successfully developed by various communities.

We urge all organizations, both governmental and non-governmental, to work with the United Nations, Unesco and other Specialized Agencies to promote this right on a world scale.

In spite of the great progress in adult education that has been recorded at consecutive Unesco conferences, in Elsinore, Montreal, Tokyo and Paris, the chasm has not narrowed between, on the one hand, the scale and complexity of the problems, and, on the other, the ability of individuals and groups to find appropriate solutions.

The Fourth International Conference on Adult Education, meeting at Unesco Headquarters in March 1985, repeats the appeal made at previous conferences, calling on all countries, despite or indeed because of the scale of contemporary problems, to make a determined and imaginative effort to bring about the intensive and specific development of adult education activities, so that women and men, both individually and collectively, can equip themselves with the educational, cultural, scientific and technological resources necessary for a type of development whose aims, requirements and practical procedures they themselves will have chosen.

This conference recognizes and acclaims the energy and the trends in human relations that women and their organizations have contributed. Their specific experiences and methods are central to the fundamental issues on which the future of humanity depends, such as peace and equality between women and men. This being the case, women's participation is essential in the development of adult education and in plans to bring about a more humane society.

Who will decide what humanity will become in the future? This is the question facing all governments, non-governmental organizations, individuals and groups. This, too, is the question facing the women and men who are working in adult education and who seek to enable all people, ranging from individuals to groups to humanity as a whole, to gain control of themselves and of their own destiny.

I. Agenda

II. Address by Mr. Amadou-Mahtar M'Bow, at the opening meeting of the Conference

III. Address by Mr. Amadou-Mahtar M'Bow at the closing meeting of the Conference

IV. List of documents

V. List of participants

ANNEX I

AGENDA

1. Opening of the Conference

2. Election of the President

3. Adoption of the Rules of Procedure

4. Election of the Vice-Presidents and Rapporteur-General

5. Adoption of the agenda

6. Developments in adult education, considered particularly as the extension of literacy activities, since the Tokyo Conference (1972) and the adoption of the Recommendation on the Development of Adult Education (Nairobi, 1976)

7. The development of adult education as an essential prerequisite for lifelong education and an important factor in the democratization of education: trends and prospects

8. The contribution which adult education can make to the development of active participation in economic, social and cultural life and to the solution of some of the major problems of the contemporary world

9. Ways and means of extending and improving adult education:

   (a) renewal of methods, use of new means and techniques, information and guidance, research and documentation

   (b) training and status of personnel;

   (c) planning, finance, consultation and co-ordination;

   (d) new impetus to be given to adult literacy programmes, and their co-ordination with efforts to make primary education generally available and to develop other educational sectors

10. Measures to improve international and regional co-operation with a view to the advancement of adult education

11. Adoption of the report of the Conference

12. Closure of the Conference

ANNEX II

ADDRESS BY THE DIRECTOR-GENERAL AT THE OPENING MEETING

Address by Mr Amadou-Mahtar M'Bow, Director-General of the United Nations Educational, Scientific and Cultural Organization (Unesco)

Honourable Ministers,
Your Excellencies,
Ladies and Gentlemen,

I am happy to welcome you to Unesco House on the occasion of the opening of the Fourth International Conference on Adult Education.

I greet the delegates of the Member States whose desire to be represented at this Conference, at such a high level, is a token of the interest they attach to the problems of adult education.

I am also gratified to note the presence here of observers from non-Member States, from a National Liberation Movement and from intergovernmental organizations, in addition to representatives of the organizations in the United Nations system. Finally, I am glad of the presence of numerous observers from international non-governmental organizations; these have always played an outstanding role in the theoretical and practical development of adult education. So it is with very special interest that we see them participating in this Conference.

Ladies and Gentlemen,

Adult education meets, at one and the same time, two vital needs. On the one hand, it allows those who are already engaged in active life to exercise fully their right to education; on the other hand, it helps the greatest number of people to adapt continuously to the many rapid changes that characterize our time. Adult education is therefore a means of individual fulfilment and enrichment, widening the cultural and intellectual horizons of all those concerned.

That is why Unesco, since its very beginnings, has been very active in the field of adult education. These activities find their justification by the Constitution of Unesco, Article I of which commits the Organization to 'Give fresh impulse to popular education and the spread of culture ... By instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social'.

The International Conferences on Adult Education have, in this respect, marked essential stages. You will find in the principal working document which you have received (ED-85/CONF.210/3), a review of the major achievements of the conferences that preceded the one which brings us together today - in 1949 at Elsinor, in 1960 in Montreal and in 1972 in Tokyo. Each of these conferences contributed to progress in our thinking about adult education, by giving the participants the chance to discuss the world situation in the field, examine together the progress which had been made and identify the problems to be solved and the barriers to be overcome.

The Tokyo Conference, which already lies a little more than twelve years behind us, had to examine two vital issues. The first was the role of adult education in the context of lifelong education, looking at adult education both as a pre-condition and as a consequence of the concept of lifelong education within integrated education systems. The second was that of strategies of educational development applicable to adult education.

In one of the resolutions it adopted, the Tokyo Conference urged Unesco to undertake international standard-setting action in the field of adult education.

The text, drawn up in accordance with the required procedure, took the form of a Recommendation to Member States, which was unanimously adopted by the General Conference at its nineteenth session in Nairobi in 1976.

The adoption of these first measures for setting international standards in adult education gave rise to various meetings, in which the actual situation in the different countries was studied in the light of the principles enunciated and the measures advocated in the Recommendation. These meetings have contributed significantly to advancing our thinking on adult education during the period which has elapsed since the Tokyo Conference. This is the period whose achievements you are called upon to analyse under item 6 of your provisional agenda.

This review will no doubt provide you with the opportunity to define more closely the major problems that still remain, in the light of the activities carried out and taking account of the objectives which the vast adult education movement throughout the world has set itself.

It seems to me that in this respect there are two questions: what is the position today of adult education within a given society's overall educational action, and how does it contribute to that society's progress? These two questions are dealt with successively under items 7 and 8 of the provisional agenda of the Conference.

Item 7, in fact, is devoted to the relations existing between adult education, the democratization of education and the achievement of lifelong education. These three concepts are so closely linked both in theory and in practice, that it scarcely seems possible to analyse them separately.

Since it extends educational opportunities to those who have not been able to study, or to complete their studies, within the school system and because it offers those already trained the opportunity of fresh training, adult education, the educational second chance, is an essential tool in democratizing education. As it takes in all age-groups and is available at all levels, it allows the whole working population to adapt to the continuous developments in knowledge and skills which, as we know, are causing considerable changes in employment patterns.

We must, in this respect, note the tendency which has appeared in the last few years to give growing priority to the groups that are least favoured educationally. In this context, vigorous action has been undertaken to eradicate mass illiteracy and, in many countries, the institutions or associations dealing with adult education are making efforts to step up their action in favour of women, in particular with the aim of promoting their equality with men. Here we should underline that, of the eight hundred and fifty-seven million illiterates currently registered in the world, 60 per cent are women and girls; and many of them live in rural areas.

Young adults who have left school without being able to gain employment also, in certain cases, have the benefit of programmes designed to provide them with additional general education or accelerated vocational training.

In International Youth Year, the importance of young people as a group cannot be over-emphasized. In many countries, especially developed countries, the stability of society demands vigorous action to help the many young people who live, often from hand to mouth, in the cities.

In addition, an increasing number of activities are organized for the benefit of other groups: the unemployed, the handicapped, those who live in rural or run-down urban areas and the elderly.

This new tendency to offer educational opportunities to different socio-economic categories or groups to whom education was usually unavailable seems to raise two issues. One concerns the criteria for fixing priorities when resources are limited. The other concerns measures to reconcile choices involving priority for certain groups with the need to respect the principle of equal educational opportunity for all.

It is certain, however, that education cannot be democratized simply by allowing the largest possible number of people access to it. Conditions must also be such as to enable those who take advantage of education to do so with the best possible chances of success. No doubt you will wish to consider the most appropriate measures to overcome the social, professional and material obstacles which often prevent groups of adults from gaining full benefit from the educational opportunities open to them.

Perhaps the problem of how to motivate adults to take part in educational activities is more complex. In this respect, it is certainly advisable that carefully prepared information on the educational opportunities open to adults and the benefits they can gain from education should be systematically made available to them.

Sometimes it seems necessary to help adults to overcome the prejudices which they may have towards education, especially if they have been excluded from it or experienced failure. It should also be emphasized that educational processes, teaching methods and the attitudes of educational personnel need to be adapted to adult psycology, which is quite different from that of children. It is also, in many cases, important that study undertaken by adults should at least be recognized, or even lead to diplomas or certificates increasing the prestige of the training received, especially when it is linked to prospects of employment.

Looking at the different aspects of item 7 of the provisional agenda will, I am sure, lead you to consider adult education's contribution to the process of lifelong education. There is sometimes a tendency to see the concept of lifelong education as being limited to adult education. Certainly, adult education often contributes to lifelong education, which is a process of renewing skills in the face of changes in structures of production or services.

However, for lifelong education to become a reality, there must be systematic measures, and in particular all levels and forms of education must interact. In this context, school and university education on the one hand and adult education on the other should be able to complement and enrich each other, while keeping their individual character.

Item 8 of the provisional agenda deals with the contribution which adult education can make to the development of active participation in economic, social and cultural life and to the solution of some of the major problems of the contemporary world.

No doubt you will find it necessary to analyse in depth each aspect of the very complex matter which is before you here: participation in economic life, especially through updating of knowledge and refresher courses, participation in social life, through civic education, opening of the individual to culture in all its forms, encouraging awareness of the problems facing mankind today.

For my part, I would like to emphasize what seems to me to bring together all these concerns and the interdependence of the relevant fields of activity. As was shown in many responses to the Secretariat's

inquiry, adults now feel, at one and the same time, many aspirations and even needs, linked both to the demands of a technological world in rapid mutation and to the cultural and social changes affecting them in their various capacities as producers, economic agents, citizens, members of a community and, quite simply, as individuals.

In this context, they certainly wish to be able at all times to bring their professional qualifications up to date in order to be better placed at work - sometimes to keep their job or to change it. They also, however, wish to extend their general knowledge, broaden their vision of the world and what they know about things, human beings and peoples, and take advantage of the enormous possibilities brought about by the fact that each country is now open to all the others. Adult education is now resolutely following all these complementary paths.

Here I would like to emphasize two aspects, directly concerning Unesco, of the measures which I think need to be taken. The first concerns the gap between the enormous sum of knowledge accumulated by mankind and what most individual human beings actually know. This could result in a growing gulf between those who are in possession of knowledge and those who are deprived of it. By trying to bridge this gap, adult education performs, even if only in the very long term, what seems to me a basic task - promoting social cohesion and opening up progress for all.

The second aspect concerns participation by adults in efforts to improve our understanding of some of the major problems of the contemporary world, and so help to solve them. Is there any need to stress the importance of this aspect of adult education? The interdependence of the human race is an inescapable reality of today. One of the requirements of our times is to learn to live in a world where peoples and cultures exist alongside each other and to respect their diversity, in order to reinforce their mutual understanding and to preserve peace. I would even say that this is a moral obligation for each one of us, which adult education can help to fulfil.

Now I should like to say a few words about extending and improving adult education objectives that are dealt with under item 9 of your provisional agenda. Here we are considering a series of problems concerning ways and means: methods and techniques, personnel, information and documentation, planning, financing, devising and coordinating educational activity. These problems were already discussed in Tokyo, at least partially. They are of much more topical relevance since Tokyo, inasmuch as adult education has taken on new dimensions and the resources devoted to it have grown considerably with the development of data-processing and communication technology.

Adult education is, in fact, characterized by the flexibility of its methods and the freedom of choice enjoyed by the participants; self-instruction also plays an important part. Adult education staff therefore have a different function from that of ordinary teachers, because their principal roles are supervision, support and guidance, trying to instil good working methods. These should increase the learner's individual abilities in order that everyone should be able to pursue their own education.

The personnel involved in adult education are accordingly its mainspring. The expansion of the purposes assigned to adult education, the greater aspirations of adults themselves, the new directions which education is taking, the innovations in its methods and the resources likely to be available to it (for example, new media and information technology), its inevitable coming together with other forms of education, especially school education, are among the many factors which have considerably increased the responsibilities of adult education staff and complicated their task.

It does not seem that the right conclusions have always been drawn from this situation in terms of the diversification and training of personnel or of the desirable forms of educational practice in this field. Can it not be said, in a sense, that all the dynamic forces in society should gradually be called upon to contribute to adult education? I am sure that your work will throw some light on this subject.

The last point of substance which you are asked to consider concerns measures to strengthen international and regional co-operation for the advancement of adult education. I am happy to be able to say that this co-operation is developing continually, thanks in particular to the determination which has always inspired those who work in the field of adult education, and who have always regarded it a sort of vocation. Their enthusiasm, their tenacity, their self-denial, deserve the warmest congratulations which I convey to them on behalf of this Organization.

This total commitment has done much for rapid development of co-operation in the field of adult education, as is shown by the extension of the International Council for Adult Education. Unesco for its part will continue to do everything in its power to support these moves.

Because of its particular nature, which makes it the focal point of the efforts of governments, non-governmental organizations and a wide range of educational circles, and taking account of the experience it has of all aspects of international intellectual co-operation, especially in education, Unesco takes on its unique role as a centre of exchanges, information and meetings to encourage and stimulate action in the different regions of the world. No doubt you will wish to indicate ways and means of reinforcing international co-operation in the years to come, and the sort of action you believe Unesco should take to promote them.

Ladies and Gentlemen,

Awaited and looked forward to by a great number of Member States, non-governmental organizations and persons dedicated to adult education, this fourth International Conference - after those of Elsinore, Montreal and Tokyo - will, I am sure, mark in its turn an important stage in your common

work and the work of all those in education for whom, as for you, the establishment of lifelong education and the democratization of education in the broadest sense are a living ideal. We must strive unremittingly towards this ideal and, as in so many other human endeavours, feel rewarded whenever a victory, even partial and precarious, is gained over ignorance, whenever there is fresh progress, however limited.

May this Conference give adult education the new directions and impulses which in the near future will bring it fresh success, in the service of each woman, of each man, of each nation, and the cause of peace and understanding between peoples. It is in this spirit that I wish you, from the bottom of my heart, every success in your work.

ANNEX III

ADDRESS BY THE DIRECTOR-GENERAL AT THE CLOSING MEETING

Address by Mr Amadou-Mahtar M'Bow, Director-General of the United Nations Educational, Scientific and Cultural Organization (Unesco)

Mr. President,
Your Excellencies,
Ladies and Gentlemen,

We are thus close to completing the work of the Fourth International Conference on Adult Education, which has brought you together for ten long days. I think I can say that your efforts find their reward in the extremely positive results of this Conference which, I am certain, in the years to come, will be an inspiration to all those working in the field of adult education. I should like to congratulate and to thank you all for the success that has been achieved.

I am particularly grateful to Mr. Mutumbuka, Minister of Education of Zimbabwe, who presided over the Conference with the skill and authority to which we have long become accustomed; to his 14 Vice-Presidents, who ably assisted him; and to Mr. Goualt, the Rapporteur-General, who assumed with a great talent the heavy task that was his.

I wish also to express my appreciation to the Chairmen of the two Commissions, Mr. Luis Contreras and H.E. Mr. Wigeryeratne, and to the Rapporteurs of the two Commissions. My thanks go too to Mrs. Søndergaard, who efficiently presided over the work of the Drafting Group, and to all the members of the Group responsible for putting the recommendations into shape, a delicate task that could be accomplished only at the expense of considerable efforts.

May I venture to commend you for the valuable contributions you have made, inspired by the convictions that sustain you and by a spirit of mutual understanding and tolerance that has marked your discussions throughout.

You have referred to the importance your governments attached to this Conference. This is clearly seen in the number and quality of the participants: 539 delegates representing 122 Member States, including 40 Ministers or persons of ministerial rank, and the representatives or observers of the Holy See, of two national liberation movements and a liberation organization, of the ILO and UNRWA, as well as 59 non-governmental organizations and two other institutions or foundations, making a total of 841 participants.

If I am able to say that the Conference ending today has been a success, it is because it has made it possible to draw up a valuable and diversified balance sheet of the progress achieved since the Tokyo Conference, because it has been the occasion for some deep thinking about the tasks of adult education and the ways and means of achieving it throughout the world and because it has laid down a number of guidelines for promoting further progress in this field in the years ahead.

First of all, you have given greater clarity to the information provided in response to the survey carried out by Unesco among the National Commissions with a view to preparing the Conference, information that called attention to the progress achieved in adult literacy work.

While you still regard illiteracy as a major challenge of our times and efforts to eradicate it remain a vast undertaking, it appears that the number of countries where massive literacy campaigns have been carried out in the last few years is significantly larger than in the past. Despite the obstacles still to be overcome, many of these countries, like others which are going to embark on the same path, look forward to the eradication of illiteracy in a relatively short time.

Moreover, a large number of industialized countries that now take very seriously the problems of functional illiteracy or non-literacy, feel more directly concerned by a phenomenon whose worldwide dimensions are thus revealed in their full light.

In the countries where illiteracy is most rampant, literacy work among adults goes hand in hand with the will to provide universal access to primary education.

Furthermore, it is clear that literacy work is the starting-point of a continuous educational process which, besides transmitting a minimum of general knowledge, should foster the development of every individual's personality throughout the various stages of life. Thus, in many countries, there is an increasing number of adult education programmes at the secondary or higher education level which are open to those who did not receive the benefit of regular schooling or received it only partially.

To make lifelong education a reality for all - that is the role you have unanimously assigned to adult education. Your agreement on this point is the fundamental element of a broad consensus on a number of

ideas that transcend different national conditions and policy lines and constitute a common denominator. In this way the concept of adult education is enhanced both in content and clarity.

In mentioning a right to adult education, which you considered an essential aspect of the right to education as well as an essential factor in the development of lifelong education, you have attempted to define the manifold functions that ought to be performed by adult education with that purpose to view.

The enumeration of such functions, which in many cases are not yet altogether fulfilled in each of your countries but which you agree are indispensable, defines, in a way, the ideal field of an adult education commensurate with the many demands of today's world.

You have felt first that if adult education was fully to play its role as a factor of the democratization of education and of society, it must continue to be motivated by a concern for equity. In that regard, you have stressed, among other things, the need to promote full equality of access to education, employment and participation in the life of society for women; and you have insisted on the importance of action to compensate for the various handicaps that work to the detriment of different disadvantaged groups, including the populations threatened by famine.

You have also concurred in the opinion that this concern fitted together with the demand for making full use of the human resources in every society, the progress of the latter being inseparable from the all-round development of the personality of each of its members.

You consider that the growing importance of the role of adult education in vocational training and upgrading is a salient feature of its development. This role stems, in particular, from the need to face up to the fact of the rapid obsolescence of certain branches of know-how, on account of the continual progress made in technology and the resultant changes in job qualifications.

It is essential for adult education to fulfil this role if it is to contribute to economic development and provide a means of reducing the effects of unemployment which is hitting young adults so hard in a large number of countries.

You have noted, moreover, that the contribution adult education can make to ensure upgrading and foster vocational mobility was one way of remedying too early a specialization or avoiding specialization that is too protracted. Another way is to ensure for everyone a solid grounding in general knowledge that will facilitate whatever future adjustments may be required.

You have also drawn attention to the need to make substantial room for science and technology courses in adult education curricula, not only for vocational purposes but also because they are an indispensable element of a modern culture grappling with the challenges of our time.

Emphasis has been laid on the role of adult education in making it possible for every man and every women to become firmly rooted in their national cultural heritage, to participate in the development and vitalization of cultural life and to enjoy the opportunities for artistic creativity. Many of you, moreover, spoke about the part adult education should play in developing an ethical sense and a feeling of civic responsibility as well as the desire to take an active part in meeting the great challenges of the day, first and foremost among them those concerned with world peace and the progress of the different peoples. You have also turned your thoughts to the unprecedented development of communication techniques that adults must learn to use judiciously - recalling, at the same time, that one of the roles of adult education was specifically that of fostering social communication.

But spelling out the tasks of adult education today was only the initial stage of your reflection. You felt that the Conference should, in the words of your report, ensure the transition from rhetoric to achievement.

You therefore sought to lay down guidelines charting courses to be explored in the future as regards the content of adult education, the educational materials to be produced, the methods to be used, the specific features of adult education planning - in particular, its degree of independence and decentralization - and the training of personnel.

You laid particular emphasis on the importance of the training and upgrading of different categories of personnel, on the educational preparation of voluntary perssonnel and on the possibility of enlisting the aid of various types of specialists who can help out in training them.

You stressed especially the importance of the means made available to adult education by the new education technologies, the various media and information science, inasmuch as they make it possible, in particular, to reach the most isolated groups and facilitate the process of self-instruction.

Lastly, you expressed your conviction that, in order to provide adult education with a scientific basis, it was necessary to develop studies and research on the various problems it poses and promote the evaluation of the results obtained, particularly through the use of new techniques.

You noted the importance of international and regional co-operation, the positive results of such co-operation and the tasks lying ahead. In that context, you highlighted the complementary nature of the tasks devolving on governments, international and regional intergovernmental organizations and on non-governmental organizations.

You recommended not only increased co-operation among non-governmental organizations but also among the Member States themselves, especially at the regional level. That reflects both a concern to pool resources and a desire for understanding and a closer relationship which, as I see it, augurs well for the future.

You recalled that the international community should provide technical and financial support especially to the least

advantaged countries, which represents a tangible demonstration of solidarity in the context of the global effort to eradicate illiteracy.

You have singled out the importance of international intellectual co-operation, while paying tribute to Unesco's role in this respect and hoping that it would be strengthened. You recalled the impetus given by the Recommendation on the Development of Adult Education adopted by the General Conference in 1976 and you hoped for an improvement in its implementation.

You mentioned the great value you attached to conferences such as the one that is coming to a close today, to meetings of specialists and training seminars. You hoped that Unesco would encourage studies and research and disseminate their results, and expand its action in fostering the exchange of information on the experience gained and the innovations made in different areas of adult education and of documentation and information relating thereto.

You felt that it was for Unesco to serve as a meeting place for governments and for organizations in the United Nations system, for international and regional intergovernmental organizations, for non-governmental organizations and for all governments providing assistance to the development of adult education.

On these various points you have adopted recommendations, many of which are addressed to Unesco; they will, I feel certain, provide valuable suggestions for making further progress. For my part, I shall not fail to report on them to the General Conference at its twenty-third session and explore ways of following them up, beginning with the biennium in progress, if possible, or within the framework of the Programme and Budget for 1986-1987, which will be approved by the General Conference at its twenty-third session, and at the time of the preparation of the ensuing draft programme and budget.

Lastly, you have unanimously adopted a declaration which has the twofold merit of clarity of analysis and generosity of intention and which, for all of us, is tantamount to a commitment.

Ladies and Gentlemen,

Adult education is inseparable from an ideal of equity and solidarity which calls for growing international co-operation. As you have stressed, it is for Unesco, under the very terms of its Constitution, to encourage and strengthen such co-operation within the fields of its competence. Unesco will be steadfast in the accomplishment of this noble mission, in the service of all the nations and all the peoples making up the great human family.

Thank you for your attention.

ANNEX IV

LIST OF DOCUMENTS

Working documents

ED-85/CONF.210/1/Rev.1	Provisional agenda
ED-85/CONF.210/2	Provisional Rules of Procedure
ED-85/CONF.210/3	The Development of Adult Education. Aspects and Trends
ED-85/CONF.210/4	Adult Education since the Third International Conference on Adult Education (Tokyo, 1972). Round-up of Replies to the Survey carried out by Unesco among National Commissions with a view to Gathering Information on the Development of Adult Education.
ED-85/CONF.210/5	Annotated Provisional Agenda

ANNEXE V

Liste des délégués, représentants et observateurs/ List of Delegates, Representatives and Observers/ Lista de Delegados, Representantes y Observadores/ Список делегатов, представителей и наблюдателей/ قائمة المندوبين والممثلين والمراقبين / 代表团成员、代表及观察员名单

Les noms et titres qui figurent dans ce document sont ceux qui ont été donnés par les gouvernements et les organisations intéressés. Les désignations employées ne sauraient être interprétées comme exprimant une prise de position du Secrétariat sur le statut légal ou le régime d'un pays ou d'un territoire quelconque, non plus que sur le tracé de ses frontières. Cet avertissement vaut également pour les titres des membres des délégations. Les noms des pays se présentent sous leur forme simple, qui est celle officiellement utilisée par l'Unesco.

Sauf indication contraire, il est entendu qu'en l'absence du chef de la délégation, c'est le premier délégué présent mentionné après le chef de la délégation sur la liste qui remplace celui-ci en cette qualité.

Les Etats et les organisations sont mentionnés suivant l'ordre alphabétique de leur nom en français.

Los nombres y títulos que figuran en este documento son los facilitados por los gobiernos y organizaciones respectivos. Las denominaciones utilizadas no entrañan, por parte de la Secretaría, la expresión de una opinión acerca del estatuto jurídico de ningún país o territorio, o de sus autoridades, ni respecto de las demarcaciones de fronteras de país o territorio alguno. Lo mismo es aplicable a los títulos de los miembros de las delegaciones. La lista de los países se ha establecido con arreglo a la norma oficialmente seguida por la Unesco.

A menos que se indique lo contrario, se entiende que, en ausencia del jefe de la Delegación, le reemplazará el primer delegado presente que figure en la lista después de aquél.

Los Estados y las organizaciones se mencionan en el orden alfabético de los nombres en francés.

Names and titles included in this document are those provided by the Governments and the Organizations concerned. The designations employed do not imply the expression of any opinion on the part of the Secretariat concerning the legal status of any country or territory, or of its authorities, or concerning the delimitations of the frontiers of any country or territory. This applies also to titles of members of Delegations. The names of countries are listed in the simple form as officially used by Unesco.

In the absence of the Head of Delegation, it is understood that the first listed delegate present becomes Head of Delegation, unless otherwise specifically stated.

States and Organizations are shown in the French alphabetical order of their names.

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République dominicaine
República Dominicana
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Democratic People's Republic of Korea
République populaire démocratique de Corée
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